DOCUMENT RESUME

ED 189 795 EC 124 526

AUTHOR Pynn, Maria Elena: And Others
TITLE Issues in Bilingual/Bicultural Special Education Personnel Preparation: Workshop Report.
INSTITUTION Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
PUB DATE May 80
GRANT G007901343
NOTE 131p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Bilingual Education: Competency Based Teacher Education: *Disabilities: Higher Education: *Inservice Teacher Education: *Multicultural Education: Teaching Skills: *Workshops

ABSTRACT

The report documents a task oriented workshop on the training of personnel in bilingual/bicultural special education. Chapter 1 contains workshop presentations with the following titles and authors: "Introduction and Biographical Information": "Some Considerations in Second Language Learning" (T. Z. Park): "Improving Services to Hispanic Hearing Impaired Students" (A. Lerman): "Bilinguality and Its Implications in Language Assessment" (R. Weffer): "Interdivisional Coordination in Bilingual Special Education: A Promising Practice" (P. Landurand): and "Parent--School Communication: A Two-way Approach" (M. Wilson-Portuondo). Chapter 2 outlines those competencies expected of personnel in the field of bilingual/bicultural special education. Chapter 3 presents concerns which workshop participants associated with the creation of a "network" of resources, materials, and professional contacts. Suggestions for the resolution of these concerns are also given. Chapter 4 includes descriptions of the 22 bilingual/bicultural special education training projects presently operating under federal funding. The appendixes list names and addresses of workshop attendees, as well as useful statistical data. (Author/SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189795

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WORKSHOP REPORT:

ISSUES IN BILINGUAL/BICULTURAL SPECIAL EDUCATION PERSONNEL PREPARATION

Conducted on

February 4-5, 1980

Center of Adult Education
University of Maryland - College Park

Prepared by

ASSOCIATION FOR CROSS CULTURAL
EDUCATION AND SOCIAL STUDIES, INC.
401 M Street, Suite 1006
Washington, D.C. 20024

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Maria Elena Pynn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

May, 1980

EC 124 526

This monograph was developed pursuant to Grant No. G007901343, Bureau of Education for the Handicapped/Division of Personnel Preparation of the United States Department of Education. The opinions expressed in this report do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the United States Department of Education should be inferred.

TABLE OF CONTENTS

Page

FOREWORD iii

INTRODUCTION v

CHAPTER ONE - ISSUES IN PERSONNEL TRAINING (SPEECHES)

Introduction and Biographical Information 1

Some Considerations in Second Language Learning by T.Z. Park 3

Improving Services to Hispanic Hearing Impaired Students by Alan Lerman 17

Bilinguality and Its Implications in Lanuguage Assessment by Rafaela Weffer 31

Interdivisional Coordination in Bilingual Special Education: A Promising Practice by Patricia Landurand. 40

Parent--School Communication: A Two-way Approach by Maria Luisa Wilson-Portuondo. 48

CHAPTER TWO - COMPETENCIES FOR BILINGUAL/BICULTURAL SPECIAL EDUCATION TRAINEES

Introduction 58

Competencies 60

CHAPTER THREE - NETWORKING APPROACHES

Introduction 68

Issues/Recommendations 70

Additional Issues/Concerns 76

CHAPTER FOUR - BILINGUAL/BICULTURAL SPECIAL EDUCATION PERSONNEL PREPARATION PROJECTS - DESCRIPTIONS

Introduction 77

Project Descriptions 78

APPENDICES

Appendix A - Workshop Attendees 105

Appendix B - Information on Bilingual/Bicultural Special Education Teacher Training Projects Funded by BEH/DPP in FY 1979 111

FOREWORD

It is with a sense of pride and a pioneering spirit that ACCESS, Inc. documents the proceedings of the problem-centered conference on bilingual/bicultural special education. ACCESS, Inc., is a non profit organization founded with the aim of developing and implementing programs, as well as fostering leadership development, for special population groups traditionally neglected by the mainstream society. It is,then, most fitting that this organization spearhead innovative efforts in this last of educational frontiers: the education of the bilingual handicapped student.

There is much that needs to be done to meet the needs of children, youth, and adults of a linguistic minority who are also handicapped. If there is a dearth of qualified personnel to assist the bilingual person in the vital process of learning, this is even more so in the field of special education. The fact that Hispanic and other linguistic minorities represent a minuscule fraction of those students entering and graduating from institutes of higher education exacerbates the problem. It is not only the lack of qualified personnel, but the vacuum which exists in assessment instruments for identifying bilingual handicapped students which causes us to speak in pioneering and frontier terms.

Serious human problems call for innovative methods and the application of new insights and techniques. ACCESS, Inc., has accepted that challenge. It is hoped that, in a modest way, this document helps in providing some of those insights and in redressing the neglect bilingual handicapped students have suffered at the hands of teachers, administrators, and others.

A committed group of ACCESS, Inc., staff made essential contributions to this effort. We wish to thank Maria Elena Pynn, Khadija Brown, Dawn Thomas, Arcadio Torres, and Gerald Griffin for their tireless effort. To our editorial consultant, Dawn Thomas, our sincere thanks for her many hours of hard and thorough work.

A special note of appreciation is in order to the U.S. Department of Education's Bureau of Education for the Handicapped, Division of Personnel Preparation, the funding institution, for its support of the project.

To the readers, we at ACCESS, Inc., hope that this monograph will be of assistance in identifying those issues and resources which will begin to develop the frontier which bilingual special education represents.

Lourdes Miranda

Lourdes Miranda
President

INTRODUCTION

This report is a documented account of a task-oriented workshop on the training of personnel in bilingual/bicultural special education held on February 4 and 5, 1980, at the Center of Adult Education, University of Maryland. The two-day seminar and this monograph were sponsored by the Association for Cross Cultural Education and Social Studies, Inc. (ACCESS, Inc.) under a grant from the U.S. Bureau of Education for the Handicapped (BEH).

More than 50 professionals attended the workshop: directors of FY 1979 bilingual/bicultural special education personnel training projects funded by BEH, U.S. Department of Education officials, and representatives of various educational agencies. They discussed issues and problems related to bilingual/bicultural special education and proposed recommendations to upgrade and/or develop training programs for personnel in this field.

A major outcome of the workshop is this document which fulfills a double purpose: one, to provide participants with a written account of their involvement in the workshop in order that they might review and critically evaluate the outcomes of their efforts; and, two, to function as a resource book for agencies and organizations interested in the issues and existing projects/resources available in this educational area.

The workshop agenda was divided into three parts: presentations, competency development, and interactive networking approaches. Thus, Chapter One of this document offers the presentations or speeches given on major issues in bilingual/bicultural special education. Chapter Two contains those competencies expected of personnel in the field of bilingual/bicultural special education. Chapter Three presents those concerns which workshop participants associated with the creation of a "network" of resources, materials, and professional contacts. Suggestions for the resolution of these concerns are also presented in this section. Chapter Four includes descriptions of the 22 bilingual/bicultural special education training projects presently operating under federal funding. The Appendices list names and addresses of workshop attendees, as well as useful statistical data.

The ACCESS, Inc. team extends its deep appreciation to participants for the opportunity to develop this document. It is hoped that this material will be of value to all practitioners in the field, and that it will generate other positive events and changes in the training of bilingual/bicultural special education personnel.

It must be emphasized that the information presented in this document is not conclusive. This is a "working draft" designed to inspire the reactions of educators in the field of bilingual/bicultural special education. Your comments and suggestions regarding this document may be addressed to: Maria Elena Pynn, ACCESS, Inc., 401 M Street SW, Suite 1006, Washington, D.C. 20024. (202) 484-8297.

CHAPTER ONE

ISSUES IN PERSONNEL TRAINING (SPEECHES)

INTRODUCTION AND BIOGRAPHICAL INFORMATION

The guest speakers for this workshop were specially selected because of their successful pioneering efforts in the field of bilingual/bicultural special education. Their presentations touched upon the major issues and problems currently facing educators in this field. Their remarks were the catalysts for the constructive discussions and actions which were continuous elements of the two-day seminar.

Each of the presentors has had an impressive career in bilingual/ bicultural special education.

TSCHANG-ZIN PARK: Dr. Park is widely known in the field of child language, particularly for this work in the acquisition of German, Swiss-German and Korean. For several years he was the Head of the Research Division at the Psychology Institute, University of Bern, Switzerland. Since moving to this country, Dr. Park has been involved in second language acquisition research.

ALAN LERMAN: Dr. Alan Lerman, currently the Director of the Division of Training, Research and Educational Evaluation, has been associated with the Lexington School for the Deaf for 19 years. He is a clinical and research psychologist, holding a doctorate from New York University. During the last five years, he has, in addition to other activities, been project director of two federally funded projects for Hispanic hearing impaired students and their families: Project LISTO (Latino In-Service Training and Orientation) and CREED VII (New York State sponsored research and demonstration project). Dr. Lerman has also directed programs and published in the areas of mental health, vocational development, and infant services.

RAFAELA WEFFER: Dr. Rafaela Weffer is Director of Bilingual Teacher Training at DePaul University in Chicago, Illinois. She directs both the undergraduate education program for bilingual teachers and the masters program for bilingual special education trainees in learning disabilities (English and Spanish). Dr. Weffer, a native of Mexico, received her Ph.D. (1972) in psychology from Illinois Institute of Technology. She has also been involved in the training of school psychologists, counselors, and early childhood teachers.

PATRICIA LANDURAND: Pat Landurand has a wide background in education. She has been an ESL teacher, as well as acting coordinator for a transitional bilingual education program. In addition, Ms. Landurand has taught elementary school and served as a counselor for special needs children. Presently she is Director of the Massachusetts Bilingual Special Education Project.

MARIA LUISA WILSON-PORTUONDO: Maria Luisa Wilson-Portuondo was born in Puerto Rico. She has been a bilingual special educator for the Framingham Public School System in Massachusetts. Presently Maria Luisa is working for the Massachusetts Department of Special Education on the Bilingual/Multicultural Special Education Project. The project involves assisting local school districts in the development and implementation of programs for exceptional bilingual students.

SOME CONSIDERATIONS IN SECOND LANGUAGE LEARNING

T. Z. Park

According to a recent survey in the school districts of Chicago and its suburban areas, about 3,400 Korean students were enrolled in public schools during the 1978-1979 academic year. About 34% of these students experienced language problems, creating a difficulty in their English communication (Koh, personal communication). Other non-English speaking ethnic groups living in other parts of America undergo a similar situation. What factors contribute to this difficulty? Answers to this question are investigated by a particular branch of science called psycholinguistics which is specifically concerned with language learning processes. To better understand the process of learning English as a second language, it is useful to review the literature on first language acquisition.

One view of language acquisition has been strongly motivated by Chomsky's theory of generative transformational grammar (Chomsky, 1965). Children's utterances are subsumed under phrase structure rules, which are then regarded as a representation of the children's linguistic knowledge. Linguistic rules are viewed as psychological realities. When it comes to the question of how abstract linguistic rules can be learned by children, it is assumed that there is an innate mechanism. The proposed mechanism, labeled the Language Acquisition Device (LAD), would mediate input and output languages such that only grammatical utterances could be produced by children. However, the nature and function of the crucial LAD have never been specified. There are certain aspects of Chomsky's theory which limit its applicability to children's grammar. Although the subject, object, and verb are obligatory components in Chomsky's theory, their use is optional in children's utterances, e.g., the subject may be omitted or an utterance may consist of only the subject and object. Under Chomsky's theory, adult elliptical forms are reduction transformations derived from complete sentences which adults can produce. In children, however, the one-word stage always precedes the two-word stage which is, in turn, followed by a three-word stage. It is impossible to regard one-word utterances as derivatives of two- or three-word utterances.

The inadequacies of Chomsky's theory of generative grammar as a conclusive model of children's language development have inspired some researchers to investigate cognitive theories of speech acquisition (e.g. Bruner, 1975; Goodson & Greenfield, 1975). Others have examined the sociocultural conditions in which communication takes place (e.g. Cook-Gumperz & Gumperz, 1976). For example, there is an increasing attempt to treat children's utterances as a reflection of their mother's speech (Snow, 1972; Cross, 1975).

One speaks routinely of cognitive processes or functions. Yet cognition is not a well-defined concept. The term has been used to refer to all the mental processes not related to emotion--from perception to reasoning. For example, Witkin's cognitive style deals with a particular propensity occurring in the perception of special geometrical figures generally known as Gottschaldt's figures. Slobin (1973) refers to perceptual saliency as a cognitive condition.

Perceptual saliency is, in fact, one of the basic concepts of Gestalt theory which accounts for the mental processes in terms of cognitive organization. Yet, Piaget's cognitive theory, upon which many researchers rely heavily, basically has nothing to do with perceptual processes. Instead, this theory is concerned with how actions or concrete intelligence develop into symbolic processes or abstract intelligence. Both Piaget's theory and Gestalt theory are phenomenological and stress a hierarchical organization of elements as _the_ underlying principle of mental processes. While Gestalt theory neglects the developmental aspect, Piaget's does concentrate on this area. This may explain why researchers often turn to Piaget's theory in their attempts to account for language learning processes.

Piaget, himself, however, never studied language development within his own conceptual framework. In his book _Language and Thought in the Child_, language was treated merely as a means to assess children's reasoning processes. It never underwent any analysis of the children's development of intelligence, contrary to what is suggested by the book's title. Recently there have been attempts to establish a functional relationship or correlation between children's action patterns and their language structures. This is not surprising, since both sementic functions and children's developmental patterns of actions are regarded as manifestations of universal cognitive processes. Thus far, no one has been able to provide any convincing evidence in support of a functional relationship. What has been cited as evidence seems to be nothing more than the researchers' subjective assertions.

As is well known, young children continually repeat the same action. Sinclair (1974) claimed that embedded structures, one of the latest developments in language acquisition processes, are related to this circuitary pattern of action. However, she has not provided evidence that this early action pattern is the empirical basis on which the embedded structure is formed.

In a play situation, a mother rolls a ball to her child, who then rolls the ball back. During the course of this activity, mother and child alternate the roles of agent and receiver while the action and the object remain constant. Bruner (1975) sees a similarity between this role playing and a dialogue situation in which two persons alternately assume the function of speaker and addressee. He regards this action pattern as the psychological correlate of the linguistic structure agent-action-object. In fact, agent, object, and action are among the early linguistic developments, but Bruner gives no explanation as to why the receiver (dative) fails to appear in early child speech. Thus, the question as to what kinds of action patterns are correlated with other types of linguistic structures, such as agent-object, possessor-possessed and attributive adjective-head noun, remains open. The semantic relationship, agent-action-object, is immediately given in the perception of the relevant action situation, i.e., it is a reflection of what the child directly experiences. Suppose that a child's mother is drinking coffee. Even if the child does not know the word drink or coffee, the functional relationship among the three components, i.e., mommy is performing the action of drinking something, is immediately perceived by the child. A tall mountain is not high because we had to walk many hours to reach the top, but rather because we see it as high.

The theories so far proposed to incorporate child's language development into Piaget's theory of cognitive development remain speculative and have not been based on any subtle empirical findings. In fact, psychologists at the Geneva School are far less confident than Bruner (1975) and McNeill (1974), among others, of Piaget's theory as an explanatory model of language development. At one time, Sinclair (1970) claimed that Chomsky's phrase structure rules could be kept in line with Piaget's notion of cognitive processes; later she contended that although syntactic structures could not be accounted for in terms of Piaget's theory, semantic relations expressed by children were closely related to cognitive processes (Sinclair, 1973). Still later, Sinclair (1974) suggested that language development might be assessed within a general scheme of cognitive theory, but that it was impossible to identify a particular cognitive process for a particular linguistic structure. The latter constitutes the weakest version of Piaget's theory in regard to the language acquisition process.

No particular explanatory power may be assigned to Piaget's cognitive theory in the weak version. Nevertheless, let us ask whether this theory can provide any reliable explanation of the second language acquisition process. In other words, can a student's difficulty in learning English as a second langauge be accounted for, at least partially, in terms of the theory? Hardly. Students generally have a good command of their first language, and thus any cognitive conditions which may have been required for language learning have already been fulfilled. Since cognitive processes are universal, it is impossible to assume that there are particular cognitive conditions operating specifically in the learning of English. The students' difficulty lies not in their inability to grasp semantic relations but in their lack of linguistic means to express semantic relations in well-formed syntactic structures.

Turning to social-cultural conditions, one finds that the outlook is not very promising. Language behavior does not take place in a vacuum but is deeply embedded in social-cultural contexts. The psycholinguistic approach which treats child speech in isolation from its relevant social-cultural context suffers a serious methodological difficulty. Yet, it is another question as to how social-cultural conditions can be taken into account in assessing language learning processes in children. Most studies regarding this issue are merely a description of annecdotal events. No systematic study is available that would indicate how social-cultural conditions interact with language learning processes. There is not even an operational definition of culture. Sometimes culture is defined as behavior patterns specific to a particular ethnic or social group. But how can empirical studies be based on such a vague, general definition? No culture develops in isolation from others. Viewed on the basis of behavior patterns, virtually every culture overlaps others to some degree. Furthermore, there are strong inter-individual variations within the same culture. Recently, because of an increasing influx of immigrants, social-cultural conditions have become a critical educational problem. The importance and necessity of considering cultural differences when planning bilingual education programs for these immigrants often have been stressed. But this kind of argument does not make sense insofar as it provides no palpable evidence demonstrating the nature and extent of the impact cultural differences actually have on learning English as a second language.

Are social-cultural conditions really direct determiners of language learning processes, as is argued by sociolinguists? Reportedly, Black English deviates from what may be regarded as standard English. When a Black speaks Black English, is this a direct reflection of some particular social-cultural conditions specific to that speech community? Since I am not familiar with Black English, I cite examples from German spoken in Switzerland, called Swiss German. There are such expressions as "merci vielmals" and "Kommissione machen." "Merci" is a French word meaning "thank you" and "vielmals" is a German word meaning "many times." "Merci vielmals" is thus a mixed structure occurring only in Swiss German. "Kommissione machen" meaning "do shopping" is used likewise only by Swiss people and cannot even be understood by native speakers of High German. It is a loan translation of the French phrase "faire les commissions." If a Swiss produces "merci vielmals" or "Kommissione machen" in a particular situation, does this mean that a cultural interaction has taken place between French and German at the moment of the utterance in that particular situation? Or does it mean that the phrases were learned by the Swiss in similar interaction situations? Surely not. Such an interaction may have occurred in remote historical times, producing such mixed structures and loan translations as "merci vielmals" and "Kommissione machen." But these expressions have become components of Swiss German during the developmental course of that language. What the Swiss currently experience is the result of the interaction, not the interaction itself. In other words, the Swiss learn these expressions as elements of their first language. In fact, none of the university students I asked knew that the noun "Kommission" is not an entry in the German dictionary in the sense of "shopping." The learning and production of "merci vielmals" or "Kommission machen" is thus irrelevant to any social-cultural interaction. The same inference applies also to the use of Black English. At the present time, there is no evidence that some historical social-cultural events, which might have produced particular linguistic structures during the course of language development, are recapitulated when these linguistic structures are learned.

Naturally, there are linguistic structures whose operations are exclusively or at least strongly determined by social-cultural conditions. Honorific forms are among them. Honorifics are virtually lacking in English but play a very important role, for example, in social relationships in Asia. The use of honorifics is determined among other things, by age, social status, and social distance which may be represented by a continuum of familiarity-strangeness scale. Since the determinants, in contrast to semantic functions such as animate-inanimate, are not internal to honorifics, even one determinant, e.g., age, may sometimes decide the form and nature of the courtesy to be expressed. At times, two determinants may compete for dominance. The acquisition of appropriate usage of honorifics hence presupposes a grasp of the functional relation among the social determinants at an abstract level. Yet abstract relations are not easily perceived and what is not perceived is functionally nonexistent. Any impact of social-cultural conditions upon language learning is thus an indirect one as it is mediated by perceptual processes. The abstract nature of social-cultural conditions explains why, in a particular situation, they are not always interpreted in the same way by the various persons involved. Social-cultural conditions may not affect children as much because of their abstractness. Children's perceptual functions are still developing, and their behavior, including language behavior, is deeply embedded in concrete situations.

Viewed from the point of social-cultural conditions, immigrant students' difficulty in learning English could be interpreted in two alternative ways. First, the difficulty was conditioned by the students' inability to perceive the social-cultural pattern specific to what may be regarded as American culture. This interpretation does not seem very plausible since English can be learned outside of an English speaking country where none of the specific social-cultural conditions are operating. Second, there might be some conditions operating which somehow reduce the students' motivation so that they are not particularly interested in learning English. An example of this is Chinatown where many people do not speak English. Since every personal and social need can be met in Chinese, the people there apparently don't find it necessary to learn English. English appears to have no particular social function as long as they stay within that community. Koreans, for example, do not have such a closed community as the Chinese in

Chinatown, but, partly conditioned by their inability to communicate in English, they do tend to increase their functional isolation from the outer English speaking society. Still, the question as to what kinds of social-cultural conditions are actually operative in second language learning, and how, remains open.

A direct way to deal with the immigrant students' difficulty in learning English lies in a comparative analysis of the nature of both languages. For example, Korean, which is an agglutinative language belonging to the Ural-Altai language family, is substantially different from English in all aspects--phonology, semantics, morphology, and syntax. A suggestion therefore arises that the students' knowledge of Korean may exert a negative effect upon their learning of English. Working along these lines, the so-called contrastive analysis approach seeks to establish a functional relationship between linguistic distance or contrastiveness and second language learning (Hakuta & Cancino, 1977). Borrowing the notion of interference from learning psychology, this approach, roughly speaking, assumes that language contact produces interference as a function of contrastiveness; the more contrastiveness, the more interference. Studies in second language learning have sought to confirm this assumption through an analysis of errors, since interference often materializes as mistakes. It has been claimed that only a small portion of errors appearing in the learning of English as a second language can be attributed to interference. This has often been taken as evidence for denying the adequacy of the contrastive analysis approach as a viable method of assessing second language learning.

The arguments, pro and con, regarding the contrastive analysis approach overlook critical functional conditions in which interference may or may not occur. Interference, indeed, occurs as a function of relative similarity within certain limitations. This relative similarity is directly associated with the degree of differentiation and can be specified on a continuum of similarity and dissimilarity. When two items are similar, they are easily organized into a functional unit; and, if dissimilar, they can be differentiated into two distinct items. In other words, interference can occur if two items are not differentiated because of a common area of similarity. In reference to second language learning, this implies that high contrastiveness brings about differentiation instead of interference. Even partial similarity or contrastiveness need not cause interference if learners become aware of it. For example, English and Korean use the same word order, subject-object, subject-verb; however, they differ in ordering verb and object. In English, the order is verb-object and subject-verb-object, whereas in Korean the predominant order is subject-verb and subject-object-verb. This partial similarity does not appear to be tied to any difficulty in learning English word order. In other words, no confusion or interference errors have been observed. Thus, learners can easily become aware of the partial difference between two languages.

If two languages are differentiated, the learning of a second language is basically determined by the linguistic nature inherent in the second one, with the knowledge of a first language having minimal impact upon the learning process. Theoretically, therefore, the possibility exists that the learning of English as a second language may occasionally proceed in a manner similar to that of learning English as a first language. In fact, it has been suggested by Ervin-Tripp (1974) and Ravem (1974) that second language learning recapitulates first language learning. On the other hand, Dulay and Burt (1974) maintain that English is learned by speakers of various first languages in the same way but different from the way English is learned by its native speakers. The claimed similarity in second language learning corresponds to the inference that its internal linguistic nature guides the learning of a second language. The opposition between Dulay and Burt on one hand and Ravem and Ervin-Tripp on the other may be attributed to the fact that they have not explored the same linguistic components nor used comparable methodology. Ravem analyzed question and negative utterances, while Dulay and Burt concentrated on 13 grammatical morphemes (e.g., the plural marker, prepositions in and on, and verb markers for the third person singular) in terms of occurrence order--the same 13 morphemes studied by Brown (1973). Ravem's data were from longitudinal observations of a single child, whereas Dulay and Burt's claim was based on averaged data obtained by a cross-sectional study. In Ravem's study the observations took place in natural settings, but Dulay and Burt used a particular elicitation device called Bilingual Syntax Measure. All in all, these studies cannot be compared in the same vein.

Regardless of whether the contrastive analysis approach should be rejected, it cannot be denied that contrastive aspects of linguistic components present major difficulties to second language learners. At present we have no idea of the nature of these difficulties. It is evident that an understanding of these factors will shed light on how instructional materials should be organized and what an adequate instructional method should look like. In spite of much rhetoric regarding second language learning, empirical studies are few. Even these few studies are mainly concerned with theoretical debates as to whether a particular theory can be confirmed or not. Future studies should be more concerned with the actual problems confronted by second language learners, especially at school.

REFERENCES

Brown, Roger O. A First Language. Cambridge, Mass: Harvard University Press, 1973.

Bruner, J.S. The ontogenesis of speech acts. Journal of Child Language, 1975, 2, 1-19.

Chomsky, N. Aspects of the Theory of Syntax. Cambridge, Mass: MIT Press, 1965.

Cook-Gumperz, J., & Gumperz, J.J. Papers on language and context. Working paper No. 46, University of California, Berkeley, 1976.

Cross, T. Some relationships between motherese and linguistic level in accelerated children. Papers and reports on child language development, Stanford University, 1975.

Dulay, H.C., & Burt, M.K. Natural sequence in child second language acquisition. Language learning, 1974, 24, 37-53.

Ervin-Tripp,S.M. Is second language learning like the first? TESOL Quarterly, 1974, 8, 111-127.

Goodson, B.D., & Greenfield, P.M. The search for structural principles in children's manipulative play: A parallel with linguistic development. Child Development, 1975, 46, 734-746.

Hakuta, K., & Cancino, H. Trends in Second-language acquisition research. Harvard Educational Review, 1977, 43, 294-316.

Koh, Dr. T. School Psychologist, Chicago Bureau of Child Study, Board of Education, City of Chicago, personal communication.

McNeill, D. Semiotic extension. Paper presented at the Loyola Symposium on Cognition. Chicago, 1974.

Ravem, R. The development of Wh-questions in first and second language learners. In J.C. Richards (Ed.), Error Analysis: Perspectives on second-language acquisition. London: Longman, 1974.

Sinclair, H. Sensorimotor action patterns as a condition for the acquisition of syntax. In R. Huxley & E. Ingram (Eds.), Language Acquisition: Models and Methods. London: Academic Press, 1970.

Sinclair, H. Language acquisition and cognitive development. In T.E., Moore (Ed.), Cognitive development and the acquisition of language. New York: Academic Press, 1973.

Sinclair-de Zwart, H. On pre-speech. Papers and reports on child language, Stanford University, 1974.

Slobin, D.E. Cognitive prerequisites for the development of grammar. In C.A. Ferguson & D.I. Slobin (Eds.), Studies of Child language development. New York: Holt, Rinehart & Winston, 1973.

Snow, C. Mother's speech to children learning language. Child Development. 1972, 43, 549-585.

IMPROVING SERVICES TO HISPANIC HEARING IMPAIRED STUDENTS: RELATIONSHIP TO BILINGUAL EDUCATION

Alan Lerman

The LISTO project (Latino In-Service Training and Orientation Program) is sponsored by the Division of Personnel Preparation of the U.S. Bureau of Education for the Handicapped. The project trains educators in the special needs of Hispanic hearing impaired children and their families. It is a logical extension of developmental work done by the Lexington and Rhode Island Schools for the Deaf over the past five years.

Project concerns to improve services for Hispanic hearing impaired students were initially based on three significant facts. First, 40% of the students enrolled in special schools for the hearing impaired in the New York Metropolitan area were Hispanic. Second, compared to other deaf subgroups, Hispanic deaf students appeared to achieve less in almost every academic area. Third, until recently, faculty of special schools and programs used methods considered appropriate only for "normal" deaf children (i.e., those without secondary physical, social, or emotional handicaps, usually from "mainstream" homes).

Concern about these facts was expressed recently in a meeting between members of the LISTO staff and the administrator of a special hearing impaired school outside of the New York Metropolitan area. The administrator said that he had no problem with his Hispanic students since the school did not have to accept or could suspend those with behavior problems. When asked about the composition of his multiple-handicapped classes, the administrator seemed genuinely surprised that they included more than 60% Hispanic surname students, especially when only 15% of the student body was Hispanic.

Unfortunately, these statistics are not typical of just this school. At best, most special programs that offer services to Hispanic hearing impaired students are engaged merely in some form of "tokenism." For example, there may be a bilingual secretary, social worker, or instructional assistant who can be called upon to translate and make telephone calls. Yet there is little recognition of the cultural, class, and/or language differences that exist between Hispanics and other students. In other words, little consideration is given to these differences in the instructional setting or through special services offered by special education schools.

The Lexington School in New York, through its administration of the CREED VII project over the past four years, and the Rhode Island School, through its Projecto Oportunidad activities during the same period, have been working to develop more appropriate services for Hispanic students and their families.

Project CREED VII is a state funded program which designs services for Hispanic hearing impaired students and their families in the New York Metropolitan area. To determine the needs of this group, a survey of 200 randomly selected Hispanic students was taken from a population of 800 currently enrolled in these programs. Data was collected which documented the poor academic performance of the students, the difficult home circumstances, and the significant relationship between the two.

During the last two years of the CREED VII project, six models were devised which could be incorporated into existing programs of participating schools. Of the six that were tried, two seemed to be most effective--the Home/School Paraprofessional and the Resource Teacher Programs.

While the Hispanic community in New York City varies in degrees of assimilation and in economic circumstances, many of the families are categorized as poor, single-parent families. Characteristically, they are headed by Spanish speaking mothers who immigrated from rural areas of Puerto Rico in their teens, now live in a socially isolated ghetto environment, and are supported mainly by welfare. They appear to need help primarily in organizing and improving such family operations as basic child care, nutrition, housing, and traveling. They require assistance in developing social relationships since they have no contact with family members or other people from the community. They do not understand the nature of their hearing impaired child's handicap nor how to effectively help that child.

Prior to the implementation of the Home/School Paraprofessional Program, the use of existing school services for assistance and information was not possible because of language and cultural barriers. The work of our paraprofessionals, who were identified through community contacts and trained and supervised by a Hispanic social worker, greatly changed many families' ability to prepare children for the school day and create a better communication environment at home. The parent groups that were initiated by the home/school workers enabled the parents to establish social ties and to gain information about their children's schooling.

The development of the Resource Teacher Model represents a compromise between the student's instructional needs and the lack of appropriately trained bilingual professionals. The roles of the resource teacher are facilitation, instruction, and advocacy. Schools and staff, as they become more aware of language, cultural, and class differences, make many requests of these teachers. Besides asking for phone calls and translations, school demands fall into four areas: (1) intake and assessment; (2) instruction in Spanish or teaching English as a second language; (3) inclusion of culturally relevant activities in the regular classroom; and (4) assistance in understanding and dealing with family matters that affect the functioning of specific children in the classroom.

According to staff of the LISTO project, assessment and intake are of primary importance since they set the stage for developing individualized programs. A second priority is to assist teachers in understanding cultural and class differences and making their programs relevant to Hispanic students. The third priority is to develop appropriate instructional programs for students. It is difficult to offer an effective educational program, because there are so few bilingual professionals in the field of deaf education.

Projecto Oportunidad at the Rhode Island School for the Deaf in Providence was initially developed to meet the educational needs of 15 Portuguese students from the Azores. Their families had reestablished a community life in Providence similar to that maintained for centuries in the Azores. The school was fortunate in obtaining the services of a deaf education teacher from the Azores who fully understood the culture and was respected and accepted by the community. While some of her efforts were directed toward helping the school staff understand the cultural differences as well as aiding the community in comprehending the educational system, the teacher's major activities were language and academic instruction. All students had instruction in Portuguese as part of their school activities. The language and curriculum developed at the Rhode Island School for all students was used as a basis for the language learning program with these youngsters.

Within the past two years, a new element was added to the program to meet the needs of a rapidly increasing number of students from Hispanic families. Problems arising from the disruption of family life, characteristic of many New York area families, were also found to exist in the Hispanic families whose children were enrolled at the Rhode Island School. A Hispanic teacher of the deaf, whose residence was outside the country, was hired to instruct this group of students. Currently all Hispanic and Portuguese students at the Rhode Island School for the Deaf have a bilingual/bicultural component written into their Individualized Education Plans (IEPs) and carried out in the context of their regular school program.

The experiences of the Projecto Oportunidad and CREED VII project force us to consider three issues in offering appropriate educational services for the Hispanic hearing impaired child. The first is to examine whether the integration of new activities into existing programs is possible. Schools, as well as their funding sources, have well-established educational patterns staffed by people who understand these patterns. However, many new programs are created outside the existing system, especially when they have separate funding and deal with unserved populations. This is largely the situation with bilingual education programs. These services, in many instances, run parallel to the general education system. The problem for LISTO is to operate within the system. This means working in a "middle class" environment with staff that have a "middle class" orientation, are English speaking, and have accepted and feel virtuous about their ability to be assimilated into "American culture." Establishing services for Hispanic children as a priority, which implies changes in attitudes and behaviors in the educational system, is a very complex and long-term task. Change can occur more rapidly after some initial success has been demonstrated. School administrators have commented on the great numbers of Hispanic families that come to IEP meetings or other school events as a result of LISTO's early parent activities. Such accomplishments open the door to more pervasive change.

The second issue relates to the role of the school. Working with children from poor, immigrant families requires a new role for the school The prevailing viewpoint limits the school's responsibilities to just a regular school day, which leads to large numbers of dropouts and unserved children. However, some schools see themselves fulfilling a broader role. They have accepted the fact that they have to offer social services to the family in order to assure that the child will be part of the educational program. Thus, using the child as the connecting link to the family often enables schools to provide more effective help than that offered by social service agencies. In a few cases, however, schools accept the new social services role more easily than they accept changes in their instructional programs. The new federal and state laws which give parents a more active role in their children's education also give LISTO some backing in asking schools to review their roles relative to services to parents.

The third issue calls for a changed role for the teacher. This change is evident once the first two issues are understood and accepted. Educating a youngster requires understanding of that child's behaviors and attitudes. This understanding requires some degree of interaction with the family in the home environment. Ideally, a strong relationship should be established between the teacher and the family so that both family and goals can become part of a realistic and workable educational plan. The problems here are both obvious and subtle. The obvious reasons include work hours, which create difficulties in handling both classroom assignments and family contacts, and the lack of institutional support, evidenced by nonexistent or inadequate monies or release time. The subtle reasons include the motivations for becoming a teacher as well as fear of the unknown. If one chooses a career based on security and free time rather than sincere interest in the work, then there is resistance to "extra duty." Fear--both real and unreal--of "foreigners," "poor people," and ghettos blocks efforts to establish contact with the home.

Changes in institutional priorities and teacher roles are requisites for a fully developed program of services for Hispanic children by schools for the hearing imparied. In the future, an inservice training program such as LISTO would further develop the skills of qualified professionals from committed institutions. At present, it is the project's objective to develop a core group of people who have at least a minimal commitment to change.

In most of the institutions surveyed, it was found that at best there was a single bilingual professional on the staff; the others were monolingual English speaking teachers and social service professionals. It was also observed that the schools were generally committed to using English as the language of instruction and to relying on social services for school-related problems. In light of these findings, LISTO proposed an inservice program to deal with these current realities in special education programs for the hearing impaired, through the training of identified educational personnel (primarily classroom teachers) as a team. Since most of the trainees were Englishing speaking, the degree to which they would deal with many of the Hispanic hearing impaired students was clearly limited. It was anticipated that they would attain sufficient knowledge and awareness to make necessary changes, improve instructional techniques, and utilize the abilities of the trained resource teacher. The social services professional would work as part of the education unit, offering family services as needed. Many of the year-long training activities would be conducted with all members of the team.

A second set of activities by the LISTO project staff involved working with institutions, systems, and state departments of education. It had been the experience of other training projects that institutional support was required in order to integrate a new set of program activities. The project, therefore, requested that institutions open LISTO's training program to classroom teachers once they had been identified as potential resource teacher trainees. The institutions had to agree to modify the trainee's regular activities so that the work schedule would allow practical application of methods learned in training. These individuals would continue as working members of their local institutions during the training period in order to maintain relationships with their peers, supervisors, and students. It was also required of institutions to work with LISTO in developing a reasonable plan to further insure that "graduate" trainees' new-found knowledge and awareness would be integrated into regular programs.

LISTO personnel visited individual schools and school systems to talk to administrators and staff about the needs of Hispanic hearing impaired students, as well as to describe the LISTO project's inservice training program. These discussions occasionally extended for more than six months before a particular institution agreed to try the program and identify potential trainees.

This project has also been involved in assisting administrators to establish this type of inservice training. LISTO's training, therefore, is similar to its service work. The project deals with the child only by including the family; likewise, the project cannot train individuals without dealing with their organization.

Based on LISTO guidelines, "hearing impaired" refers to those individuals who are not able to use their hearing to a significant degree in the process of communication. Those individuals who have over an 82 decibel loss in their better ear are classified deaf. This implies that they are unable to understand spoken language auditorily. While they may be able, in varying degrees, to follow some of the suprasegmental aspects of speech, like stress and intonation, they cannot decipher the spoken word by listening. The label of "severely hearing impaired" (decibel loss of 70 to 90) implies that a person can, to a very limited degree, decode verbal communication auditorily. I use the term "implies" since the individual's ability to use existing hearing depends on many other factors. Individual variations in the ability to use hearing explain why some deaf people seem to function as if they were severely hearing impaired while those with such a handicap function as if they were deaf. Most of the children I have been describing have had a significant hearing loss which started before language was established. Years ago, when childhood diseases were a major cause of hearing impairment, it was more common to find deaf children who had established a linguistic code before they became deaf than it is today.

In many cases, Hispanic families have given up communicating orally with their children and have developed simple gestural systems. In addition, it is not clear to what degree hearing impaired children have incorporated an oral language system through interaction with their families. It appears that most profoundly deaf children lack a measurable Spanish language system by the time they are 8 or 9. In many cases they may have had some rudimentary language at younger ages. However, as parents become discouraged by the difficult task of teaching oral communication and by the school's insistence on using English as the language of instruction, verbal interaction in the family's native language diminishes. As a result, these profoundly deaf children begin to develop some basic level of school language, although it never becomes highly developed. They generally achieve at lower levels in English than other deaf children. It is known that many of these youngsters are not aware that they are being exposed to two distinct language systems, the home and the school languages. This creates greater difficulty in picking up any language system. There are, of course, groups of profoundly deaf students who can be said to be dominant in Spanish--those who have had no mainland schooling and/or have been educated in a Spanish speaking school system. Some are capable of passing through the code confusion and learn one or both systems.

For the severely hearing impaired Hispanic student the situation is somewhat different; most are bilingual or dominant in Spanish. While language proficiency levels in both codes is limited, they have the ability--without having received formal instruction--to carry on rudimentary conversations in Spanish and English.

The question then arises: Who should receive any degree of instruction in Spanish and for what purposes? Among the members of the LISTO staff there are widely varying opinions on this subject, ranging from the belief that if deaf children do not have any Spanish their instruction should be in English, to the other extreme which believes all Hispanic children should receive some instruction in the Spanish language. There are several areas of agreement regarding this issue:

(1) Children under 4 years should be educated in their home language as this enhances language development and fosters a close relationship with the family--activities in English might serve to disrupt the parent/child bond.

(2) Children with less severe hearing impairments (approximately 70 decibel losses and below) could be considered dominant in their home language, and then the principles of bilingual education should apply.

(3) For older adolescents where previous years of English language instruction have not been beneficial, alternative Spanish language systems should be strongly considered.

(4) All hearing impaired students should be assisted in their ability to understand and discriminate between the two language systems used in the home and the school.

(5) All hearing impaired students from non-English speaking homes, particularly adolescents, need bicultural

programming to decrease their sense of alienation from their home background.

This list is not inclusive and leaves decisions regarding the efficacy of bilingual education for very severely or profoundly hearing impaired students between the ages of 5 and 15 to be made on an individual basis.

There are many difficulties in making decisions regarding bilingual education for this population. The terms "language dominance," "transitional," and "maintenance" models have to be reinterpreted for all hearing impaired students, especially for the deaf. While they have developed some communication system, they may have only a rudimentary linguistic system available when entering school. Our concern is, then, which code to teach them, not _in_ which code they should be taught. If we follow the general literature and wait until one oral language system is developed together with some acquaintance with its written elements, many of these students may never be ready for "transitional" activities. Can we say that a language is dominant if the entering student at age 4 or 5 appears able to produce only single word utterances in the context of gestures?

Some would argue that teaching sign language to both parent and child is a way out of this problem. Profoundly deaf students seem to learn in this visual code with some degree of fluency, and parents can pick up more lexical items than they might if they were taught in English. Here I am talking about American Sign Language, not Signed English or Signed Spanish, since using these other systems requires knowledge of the linguistic code in English or Spanish. It seems that a similar code confusion would exist if the mother used Signed Spanish and the child Signed English. Here again the child is faced with the confusion between home and school languages. If American Sign Language is the primary language learned, then the child has to face the task of making a transition to either Spanish or English at some point in his/her schooling.

There is little question that teaching the deaf child some rudimentary Spanish--words or phrases--will increase the degree to which he/she is accepted in a monolingual Spanish family. The extent to which it will improve communication or language functioning is not at all clear. Enhancing the interaction and communication between parents and their deaf infants will provide a firmer language base on which to make decisions regarding bilingual education when the child is older. Built into this is the assumption that, once having established a sense for language and perhaps even completed the basic work order stage in the home language, the child would then acquire the school language more efficiently. Exactly where the transition point should begin is something that we don't know much about.

At this level, however, evalutions should begin to determine the success of early exposure; this, in turn, will facilitate making some programming decisions. Even in cases where it is expected that Spanish language instruction will decrease, bicultural programming and home/school contact may be maintained. For children who had had a full start in Spanish in their home country, it might be beneficial to look at the elementary years as the transition years, and educational programs could be prepared to offer maintenance programming in order to maintain home communication and to encourage language growth. That is, if a child has a system of Spanish that is stronger than the English, and if the Spanish continually grows, the English competence can grow along with it--

in other words, use the stronger system to strengthen the weaker. Also, since home functioning is one of the most rewarding and motivating parts of language, maintenance programs in the home language are necessary where the competence exists.

Summary

Given the nature of the population to be served, a recruitment and training process must begin that gets more professionals into bilingual special education. There are virtually no Hispanics in the field now, and crash courses in Spanish simply will not do the job. It is apparent that every school for the deaf, or LEA with a day class that has a substantial population of Hispanics, should have a Hispanic resource person who takes part in evaluation, makes home visits, maintains home/school contact, provides instructional services, and acts as a resource and advisor to regular classroom teachers. While LISTO is going well, there is a problem with finding people in the field willing to go through an extended training program to meet the needs of the Hispanic deaf. On the other hand, it does meet a tremendous pressing and immediate need for services and should be continued while preservice programs begin to turn out new professionals. Ideally, projects like LISTO would not only be training stop-gap personnel, but could also turn their attention to upgrading programs. It is expected that the LISTO project will provide growth and expansion for the people coming out of the newer preservice programs, which might be more interesting and fitting for such a special project.

BILINGUALITY AND ITS IMPLICATIONS IN LANGUAGE ASSESSMENT

Rafaela Weffer

The bilinguality of each individual is a multidimensional phenomenon which, at times, is not totally understood. Its complexity is demonstrated in Public Law 94-142, Section 121, A, 532 which addresses the issue of evaluation procedures: "Tests and evaluation materials are provided and administered in the child's native language or other mode of communication." The definition of native language is not difficult if one assumes this to be the only language that the child speaks at home. However, in some cases this native speech may not be the child's dominant language nor even the one in which the child is proficient. How, then, does one decide the correct language in which the test should be administered?

To further understand the complexity of this question, it is important to define the variety of bilingual populations that exist in a school system. In Chicago and its surrounding school districts, there are at least four different bilingual populations. First, "new arrivals"-- these are children whose families have just immigrated to the United States. These youngsters are mainly monolingual in their own language, but within a period of time they will be "receptive or incipient bilinguals" (those who understand but are not necessarily able to respond in their second language). The literacy of these children will vary depending on their educational background. Those from an urban environment are more likely to have had more education than those in rural areas.

Another group, labeled "potential bilinguals," have spent some years in the United States and are in the process of acquiring both languages simultaneously. Their degree of mastery in both languages is difficult to assess. The educational needs for this group are different from the first.

A third "bilingual" population is composed of second generation children who still speak the native langauge at home with their family but prefer to use the language of the dominant culture. This group, referred to as "English-dominant," still needs help in language development.

The final segment is made up of migrant children who may fit in any of the categories mentioned above, but whose educational needs are more complex because of the occupational mobility of their parents. For this heterogenous group the definition of native language is vital.

The existence of such diverse bilingual populations not only makes defining bilingualism a difficult task, but also complicates the process for determining the most appropriate form of language assessment for them. Furthermore, language and culture testing for bilingual children with standardized instruments is a very sensitive process, as has been documented in several law suits concerning I.Q. testing.

The focus of this presentation is language assessment for such bilingual populations. While language is the principal measurement tool for cognitive development, it is of itself a complex phenomenon. Cohen (1975) and Hernandez, Burt, and Dulay (1978) have presented models to study the different dimensions of language and the interaction with sociology. This author had developed an adaptation of their work by overlapping both models and discussing the four factors that affect language variation--sex, age, social class, and region--through 128 inter-cell combinations (see figure 1). This interaction deals only with sociolinguistic

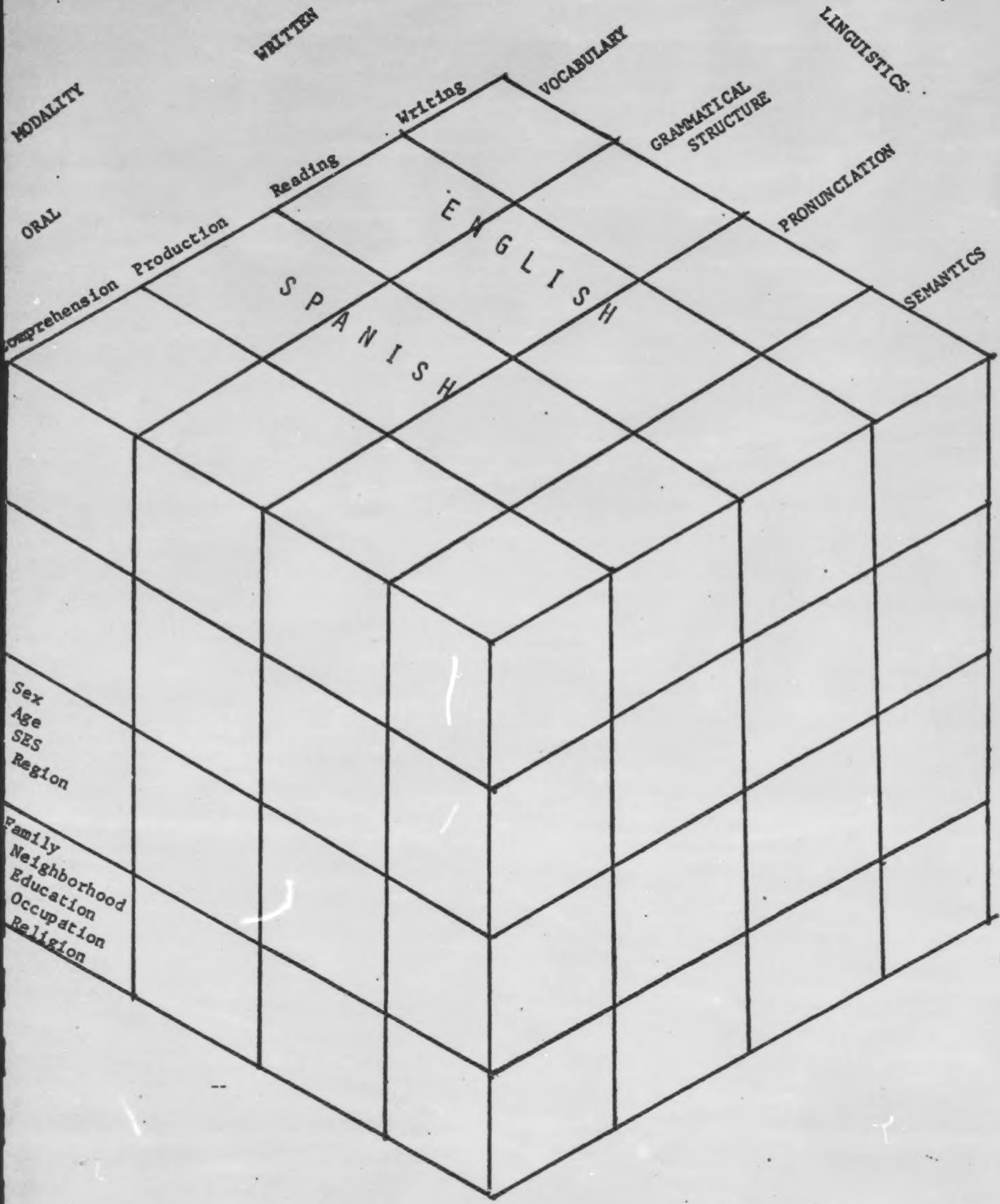

MODALITY
WRITTEN
ORAL
Comprehension
Production
Reading
Writing
LINGUISTICS
VOCABULARY
GRAMMATICAL STRUCTURE
PRONUNCIATION
SEMANTICS
ENGLISH
SPANISH
Sex
Age
SES
Region
Family
Neighborhood
Education
Occupation
Religion

Figure I

variables and two languages, without including any exceptionalities.

Thorne and Henley, in the preface to their book Language and Sex, quote Edward T. Hall: "Speech and sex are linked in obvious ways." This is one of the variables that is controlled in studies in the different disciplines. At present, with the impetus of the women's movement, cross discipline studies which take a closer look at the interaction between gender and language have increased. LaKoff (1975) has written about sex differences in language usage and the social explanation for these differences in the United States. The same type of language usage restriction for females occurs within the Hispanic cultures.

Trudgill (1972) reported the results of language-sex differences in urban American English; Shuy, Wolfram, and Riley (1969), Wolfram (1969), and Fassalk (1968) have all discussed sex differentiation in the speech patterns of Detroit residents; Labov (1966) and Levine and Crockett (1966) have investigated the same phenomena in other varieties of American English. All the studies agreed that women (with other variables controlled) produce linguistic forms which more closely approach those of standard language.

Age is one of the variables most often studied in language development. For bilingual populations this factor can be critical in simultaneous language acquisition. Socio-economic level is another crucial variable for U.S. populations. Optimal time for learning both languages and the implications for curriculum development and materials are other factors to consider in the study of bilingual populations with special needs.

Edwards (1976) presents a research review in regard to language and social class. A relatively limited range of active vocabulary has been a frequently reported characteristic of "lower-class" language.

In his report, Edwards states that there was a persistently parallel variation between language proficiency and socio-economic status which suggested that language was "culturally" as well as individually determined. It is the differences in more "sophisticated" skills that are emphasized by Martin Deutch (Edwards, 1976) and confirmed by his research program at the New York Institute of Developmental Studies. Covergent, "restricted" use of language by socially disadvantaged parents was reflected in a limited use of the resources of language by their children. The difference lay in variety, not quantity--in other words, not how much they said, but how they said it.

In summary, the interaction of social class and language is a controversial topic. Such controversy highlights the complexity of the interaction, the difficulty of measuring proficiency, and the problems associated with interpretation of data.

Keeping in mind all these sociolinguistic variables and the varied characteristics of the four bilingual population groups, one may look at some of the available instruments for measuring language proficiency for bilingual children with special needs.

The Carrow Test is a screening test for auditory comprehension of language for children 3 to 6 years of age. It can be administered in both English and Spanish. There are two forms, a short one with 25 items and a long form with 100 items. It tests for receptive language, vocabulary, and comprehension of grammatical structures.

The advantages of this test are that it is easy to administer and children readily understand the directions. One disadvantage for the Spanish form is that it is a literal translation of English based on the assumption that the development of structures is the same in both languages. Another serious drawback is the absence of norms for Spanish speaking children. The given norms were based on 400 middle-class children, ages 3 to 6. Each group included 68 Anglo, 20 Black American, and 12 Mexican American children. If this test is to be used with bilingual populations, the number for children with knowledge in both languages should have been larger.

The Screening Test of Spanish Grammar by Allen S. Toronto is a syntax screening device for children ages 3 to 6. The instrument consists of receptive (comprehension) and expressive (production) subtests, each testing 23 syntactic structures. The norms were based on 192 children 96 of whom were Puerto Rican and 96 Mexican American. There were 12 males and 12 females for each ethnic group within each of the age groups. The two major disadvantages of the test are that children have difficulty with the test format and only local norms for Chicago are given.

The Del Rio Language Screening Test by Allen S. Toronto, D. Leweman, Corniela Hama, Peggy Rosenzweig, and Antonieta Maldonado is a language screening test which identifies children with mild or moderate language difficulties. The instrument has norms for three groups: English speaking--Anglo American children; predominantly English speaking--Mexican American; and predominantly Spanish speaking--Mexican American. For a bilingual child the test may be administered in both languages. This procedure is useful in determining language proficiency. The five subtests are: the receptive vocabulary, the sentence repetition-length, the sentence repetition-complexity, memory for oral commands, and the story comprehension.

Norms for this screening device were based on 384 children between the ages of 3 and 6 years. The test's disadvantages include a relatively small number of children in each cell (only 32 per age group) and the use of local norms.

A test such as the Los Dos Amigos - Verbal Language Scales only taps the language proficiency terms of Word Association Tests. The problem with this instrument is that individuals do not necessarily learn equivalent associates either in quality or in number. Furthermore, the cultural names of words are not translatable.

The Language Assessment Scales I and II by Eduardo de Avila have several subtests for sound discrimination, lexical items, repetition of phonemes, and receptive and expressive story comprehension. The sound discrimination subtest probably could be used as a screening tool for auditory discrimination similar to that done by the Wepman Test.

However, this author has observed the varying pronunciations of Spanish children from different geographical regions of America. For example, some Puerto Rican children do not discriminate between "coro" corro, since for many of these children the pronunciation of the "r" is more guttural. De Avila's tests that have been developed for bilingual populations have not addressed themselves to this issue of language switching and mixing that children produce in the testing situation. This behavior needs to be analyzed and dealt with in terms of Individualized Educational Plans, especially for the bilingual child with special needs. Cultural nuances of words are not translatable from one language to another.

Implications for the testing of these populations is referred to as "bilingual testing," that is, the utilization of both languages in the testing procedures. This author, in administering an achievement test, utilized the technique of giving one item in English and the next in Spanish to prevent frustration among the children and to tap their knowledge in both languages. Even though bilingual testing may be more time consuming, to get an accurate diagnosis it is better to quantify the educational strengths that bilingual children have in both languages. Criterion reference tests will be useful in this endeavor.

REFERENCES

Cohen, Andrew D. A Sociolinguistic Approach to Bilingual Education. Experiments in the American Southwest, 1975.

Edwards, A. D. Language in Culture and Class. London: Heinemann Educational Books, Ltd., 1976.

Hernandez-Chavez, Eduardo, Burt, Marin, and Dulay, Heidi. Language Dominance and Proficiency Testing: Some General Considerations. NABE Journal, Fall 1978, 3, 41-54.

LaKoff, Robin. Language and Woman's Place. New York: Harper & Row, 1975.

Thorne, Barrie and Henley, Nancy (Eds.). Language and Sex. Newberry House Publishers, Inc., 1975. The studies of the following researchers were utilized in this paper: Fassald (1968), Labov (1966), Levine & Crocket (1966), Shuy, Wofram, & Riley (1969), Templin (1957), Trudgill (1972), and Wolfram (1969).

✓

INTERDIVISIONAL COORDINATION IN BILINGUAL SPECIAL EDUCATION: A PROMISING PRACTICE

Patricia Landurand

In 1980, the state of Massachusetts has identified approximately 48,000 students who use a primary language other than English. Of this number, approximately 18,000 have a limited English proficiency. The remaining 30,000 are classified as "bilingual" and are mainstreamed into regular monolingual English programs. In actuality, however, many of these latter students also have a limited English proficiency.

Of the 18,000 classified as having limited English proficiency, only a portion receive the services of a bilingual program. This is due, in part, to the Massachusetts Transitional Bilingual Education Act which does not require a school system to implement a bilingual program for such students until there are at least 20 other children of the same language group in a community. Conversely, in communities where a complete bilingual program does exist, some parents prefer the immersion model and choose not to have their children participate in a transitional bilingual education program. Therefore, for various reasons, many linguistic minority students have serious language needs that are not being addressed, despite the legal protections guaranteed those students by state and federal mandates.

The rights of linguistic minority students have been nationally addressed by the legislative, judicial, and executive branches of government.

On the legislative level, Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Thus, a school system is said to discriminate against limited English proficiency students if it continues to deny the importance of cultural factors on academic performance. In addition to Title VI, there are the Bilingual Education Acts or Title VII (1968, 1974) and the Equal Educational Opportunity Act (1974). All of these legislative mandates provide safeguards for linguistic minority students.

On the executive level, the U.S. Office for Civil Rights issued the Federal Lau Remedies (1975) as a result of the well-known Lau vs. Nichols case and the famous May 25th OCR Memorandum (1970). The Lau case involved the right of linguistic minority students to have support services in their languages and in English as a second language. The Memorandum dealt with inappropriate placement of minority students in special education classes.

At the judicial level, the issue of misclassification of minority students as "handicapped" has resulted in numerous court cases involving linguistic minorities. One such case was Larry P. vs. Riles in which the state of California was prohibited from using intelligence tests for the identification of Black educable mentally retarded youngsters. A second case, Diana vs. State of California, involved misclassification of Mexican Americans and Chinese speaking children into classes for the mentally retarded. The judgement of the court was that these linguistic minority children should be retested in their primary language. Within the last decade, the judicial system of government has taken a major lead in protecting the rights of these students in school systems throughout the country.

Many recent court decisions have been based on rights guaranteed under Public Law 94-142. This law specifically addresses both the parent's right to receive communication in his/her native language and the child's right to be evaluated in his/her dominant language. On the other hand, PL 94-142 does not clearly address the important issue of the child's right to receive special education services in the language in which he/she is able to function. Its reference to "appropriate services" remains vague, especially as it relates to the language of instruction.

In Massachusetts, nearly 5% of the linguistic minority students in transitional bilingual programs have been identified as needing special education services. Many of these students, after completing three years in such a program and then entering regular monolingual English speaking classes, are, at that point, often referred for special education if found to need such services. According to state-analyzed statistical data, many local school systems have reported that over 20% of their Hispanic school population has special needs. Massachusetts's state incidence figure for special education is 13.5%, while the national incidence figure is 12%. It is evident that many linguistic minority students, who have little communication ability in English, are not being identified and referred for special education at a rate equal to their monolingual English speaking peers. On the other hand, mainstreamed linguistic minority students who have attained some level of English communicative ability are disproportionately referred for special education services and thus disproportionately placed in special education classes.

There are several implications that can be drawn from this imbalance of data. Once limited English proficiency students gain some ability to function in English, they have a high risk of being referred for special education services. At the evaluation stage, many discriminatory practices occur, and the linguistic minority student is often misdiagnosed and placed in very restrictive programs.

A review of reasons for teacher referrals involving linguistic minorities indicates that most referrals are based on a feeling that the students display abnormal behavioral problems and/or serious reading problems. Many of those with behavioral problems are then placed in restrictive environments. Others found to have reading difficulties may or may not be reading in their native language at grade level. Whatever their proficiency level in their native language, these students, lacking in English literacy skills, are oftentimes referred by the classroom teacher for an evaluation. Prior to and after referral, little, if any, modifications of the regular program are made. Students are not given any support services, such as Title I, tutoring, and English as a second langaage.

Without any modification of the regular program, the student is then given an evaluation using the English language as the medium for testing. Because of the linguistic minority student's attainment of basic oral-aural English skills, it is assumed that this student can be evaluated in English. Secondly, the standardized instruments selected by the psychologists are administered to the student. Scores are computed, even though psychologists are aware of the irrelevancy of the norms and the inappropriateness of many items to the child's cultural background and experiences. The result is that the student is seriously misclassified.

A second evaluation approach relates to the linguistic minority student of obvious limited English proficiency. The school psychologists attempt to evaluate this student with the help of an interpreter. However, the interpreter is given no training in administering tests. The psychologists are unaware of the accuracy of the interpreted question. The standardized instruments used still contain inappropriate items and still have not been normed on this population. The result of this approach leads to inaccurate evaluations and misclassification of linguistic minority students.

A third current practice is to have a limited English proficiency student evaluated by a bilingual psychologist unfamiliar with the child's cultural background. Other school personnel, unable to speak the student's language, delegate to the bilingual psychologist the total responsibility of evaluating the student and recommending a placement. This practice is very dangerous because the psychologist may be quite insensitive to the child's cultural background and/or may be a poor assessor. Allowing the bilingual psychologist total authority oftentimes leads to inappropriate placement of the student.

A fourth approach involves a sensitive bilingual psychologist who understands the limited English proficiency student and his/her culture and knows how to use evaluation instruments cautiously. This professional relies on a multidisciplinary approach to assessment and gathers relevant information about the child from many sources. The results, in this case, will probably be an accurate assessment of the child's abilities and weaknesses and a proper placement.

Currently, identification procedures for linguistic minority students who may have special needs have not been accurately developed and implemented. There is an overwhelming critical need for bilingual special education personnel. There has been little or no training of monolingual staff in the areas of cultural and linguistic differences. Nor has the bilingual staff received much training in special education issues. Regular monolingual English speaking educators, bilingual educators, and special educators have little, if any, opportunity to share skills, information, and resources. Coordination is nonexistent.

The Bilingual Special Education Project (BISEP) in the Division of Special Education, State Department of Massachusetts, has been working for the past three years to achieve interdivisional coordination in bilingual special education at the state and local levels. Such cooperative efforts have been accomplished at the State Department of Education for the following divisions: school enrollment data collection, comprehensive personnel development, and interpretation and development of state mandated guidelines affecting linguistic minorities. Furthermore, coordination is underway for the monitoring of programs and the establishment of funding programs.

BISEP has developed and disseminated an extensive statewide Bilingual Resource Directory which lists the names and functions of bilingual people and agencies providing services to linguistic minorities. The directory encourages interagency collaboration among personnel from local school systems, universities, hospitals, and various agencies throughout the state.

Within the past year, BISEP began working with selected local school systems on a Model Interdivisional Approach to Bilingual Special Education. Sponsored by local and state personnel, this process will provide each linguistic minority student with a comprehensive evaluation prior to placement in a regular educational program. An initial component of this assessment will involve determination of both a student's native and English language proficiencies. A diagnostic educational assessment of math and reading skills will then be conducted. Next, the student's educational and medical records will be consulted. Finally, a home visit will be made by people skilled in the parents' language and culture. Information from the home assessment will be analyzed and incorporated in the placement decision.

Although these intake procedural components of the model will rely heavily on bilingual personnel, the interdivisional process model grants other non-bilingual personnel shared responsibility for developing procedures, using diagnostic instruments, and sharing interpretations. This proposed teaming model is based on the concept of a building level team, consisting of an English as a second language (ESL) teacher, a bilingual teacher, special education teacher, reading teacher, a counselor, a regular education teacher, and the building principal. This team would develop a systematic evaluation intake method, implement the procedure, arrive at a profile of the child's current functioning level, and recommend appropriate placement. The building team would be involved in analyzing how language dominance and proficiency levels in both languages would be determined; preparing a parent questionnaire for home survey; and developing a diagnostic informal reading inventory in both the student's native language and English. Overall the team would function as a supportive on-going group that designs a diagnostic-prescriptive educational plan for each student and then continues to re-evaluate and revise each plan as needed. For example, if the student displays a reading lag, Title I services would be sought immediately, thereby utilizing the skills of the reading teacher on the team. If a student shows a weakness in the auditory area, the special education member of the team would consult with the bilingual and ESL teachers to strengthen this area and also teach other stronger modalities.

In summary, the interdivisional, interdisciplinary building team model proposed by BISEP is designed to provide more support to teachers of linguistic minority students. In this way such students will receive more appropriate services,as well as more program options. By employing a team approach, key staff will share their specific skills to better serve these students.

The needs of linguistic minority students must be considered by all school personnel in order to develop meaningful and successful programming for these students. Interdivisional coordination in bilingual special education is a viable promising practice for meeting such a responsibility.

PARENT-SCHOOL COMMUNICATION: A TWO-WAY APPROACH

Maria Wilson-Portuondo*

In discussing *__parents__* *in this paper, I am limiting my remarks to those in the multilingual/multicultural low socio-economic segment of the population.*

School systems and human service agencies often express tremendous frustration over the difficulties of communication with parents of multilingual/multicultural low socio-economic students. Another prevalent complaint is the parents' lack of participation in school-oriented activities and programs designed to provide a special needs student with supportive services. Poor communications and poor records of parent participation have led many to falsely assume a lack of interest and concern in the child's academic or emotional progress. This presentation will focus on factors which may alienate parents or cause stress in parent-school communications and propose considerations that may open channels for more effective communication.

One of the first things to remember is that many of the programs that encourage or require parent participation are state or federally mandated and are not grass roots programs. This allows little or no input into the programs' objectives or design by the very individuals who are to benefit from these programs. Naturally, many parents do not view such programs as really being interested in or capable of responding to their needs and realities. Ironically, "Because fiscal constraints are forcing LEA's [local education agencies] to economize, the interested parents who have greater access and knowledge of the system may receive more services for their children, perhaps reducing aid for some children who may have greater needs."[1]

---

* I would like to thank the following individuals for sharing, through telephone interviews, many of the ideas incorporated in this paper: Carol Hardy-Fanta, Juan Rodriguez, Fernando Mederos, Nelly Sepulveda-Rathmill, and Gilman Herbert.

Many multilingual/multicultural parents do not understand the concept of parents' rights or parent participation simply because such a concept does not exist in their own country. Even if by chance these parents are familiar with the concept, they may lack thorough knowledge or have misinformation of available services concerning referrals or appeals processes.[2] Thus, they do not pressure school systems to provide their children with the necessary or appropriate services, and, consequently, the special needs of a large number of multilingual/multicultural children are not being met.

Participation requires a parent to demand that school systems or agencies respect their rights and the rights of their children, and that the latter be given appropriate services. For many multilingual/multicultural parents, asking for things can be a very difficult task due to various factors:

(1) They may come from authoritarian countries or homelands where the church structure has discouraged questioning and, instead, encouraged acceptance of laws and rules based on trust, faith, and respect towards authority figures.

(2) They may repress complaints because they are afraid they may be expelled from their "new" country.

(3) They may not be fluent in English and/or fear leaving the security of their house and immediate neighborhood.

(4) Lack of understanding of educational vocabulary or "jargon" may cause anxiety and inhibit many parents, even those with some English fluency.

(5) They may have some awareness of available resources but are not knowledgeable about how to acquire them.

When many activities or programs are planned for multilingual/multicultural parents, frequently funds are not set aside for travel costs, baby-sitting, or follow-up activities. Many families do not have private means of transportation nor access to public conveyance. If indeed a family owns a car, it may be needed by the working parent. In some instances, the father may be at work and the mother might not be allowed to go out by herself (especially at night); however, she may be permitted to attend a program if transportation is provided.

Lack of baby-sitting services is a very real deterrent to parental participation. There are single-parent homes with many children, and it is not economically possible to pay for a sitter. Many families prefer to leave their children only with members of the extended family or close neighbors, and, in many instances, family members have been left behind in the old country or relations with neighbors have not yet been established. Occasionally people who might assist with baby-sitting are themselves attending the same program or activity.[3]

Follow-up activities are necessary to help establish communication, trust, and friendship between the school and the community. They also help reinforce new concepts and provide parents the chance to raise questions about issues discussed at previous meetings.

Parents' self-confidence and self-esteem may be very low. The school personnel's insensitivity to cultural and linguistic differences may lead them to interact with parents in a manner that will reinforce and perpetuate the parents' lack of confidence.

Socially and economically a large number of these parents are living at the survival level. There are too many immediate needs in their lives, and education and school demands become a secondary priority. These families live under tremendous and continuous stress. A recent study indicates that child care, health, and a special needs child are major stress-producing factors in their lives.[4] The special needs child places a heavy burden of responsibility on the parents financially and emotionally. They may be anxious and worried about the child's future and distressed that constant supervision is needed. Parents may be experiencing severe behavior management problems with the child. This type of youngster often produces parental feelings of guilt and shame.

Other factors contributing to a breakdown in parent-school communication are:

(1) When parents are asked to share their skills and abilities, many times this entails cooking, baking, or producing handmade items. These cost money--money that must be taken from an already low budget.

(2) Schools may be asking parents to do things for which they lack the necessary skills, such as negotiating activities. Many of their jobs do not lead to the development of these abilities. Also, these skills are not accepted by welfare nor encouraged in housing projects.

(3) If there is a lack of bilingual personnel, services are refused or postponed. This causes parental anxiety, frustration, anger, and/or distrust of the school system.

(4) There are differences in attitude towards what constitutes a good educational program. Some parents believe that supportive services and extracurricular activities are a waste of time. They compare their children's school experiences to their own or to school programs in their native countries where only basic skills were part of the curriculum.

(5) If a school feels it is necessary to recommend mental health services for a child or family, it should approach this area slowly and with sensitivity. Different linguistic minority groups may vary in their attitudes toward mental health services.

(6) Poor translations of notices and educational plans cause confusion and/or anger and diminish the importance of the notice and the parents' need to respond.

(7) There is a fear of signing all the forms required by a special education evaluation. Parents are anxious that they may actually be giving up their rights to their children.

(8) School personnel often do not contact parents until after a problem arises. Since the parents have not had previous contact with the school, they may become very fearful and defensive because they are ashamed that their child is causing problems.

(9) Parents may believe that personal matters should not be discussed with strangers. They may feel that school personnel are violating their privacy or passing judgement on their actions.

(10) At times, parents believe the school interferes in family values and tries to take control away from parents (e.g., home visits by social workers, truant officers, and welfare caseworkers).

(11) Many times parents are unclear about the school's expectations of them. They may imagine that a child's problem is a reflection of their ability to be good parents, and thus interpret the school's plea for help as a request to severely punish their children. If problems occur frequently, parents may wonder if schools are unable to handle the problem: How can parents, who may never have gone to school or whose schooling experience was very limited, do so if educated people cannot? If parents are unaware that their child has a learning problem or difficulty, they may be asking themselves: If the school in their native country never complained, why is this school now having a problem with their child?

Conclusion

Multilingual/multicultural low socio-economic parents are interested in their children's welfare and, like any other parents, hope that their children may have a better life than their own. The previously mentioned situations and factors illustrate some of the causes of stress or breakdown in communication between parents and school.

In planning programs to enhance school and parent communcation, the following should be considered by both school systems and human service agencies:

(1) Help parents understand the educational system and expose them to educational jargon through appropriate activities.

(2) Provide parents with information regarding child development.

(3) Offer information regarding parental rights, create a format for parents to express their concerns on important issues relevant to their life styles, and assist them in obtaining the knowledge and skills needed to impact on the system.

(4) Assist parents in the enhancement of their self-concepts through such activities as an adult education program.

(5) Assess the community's needs and its socio-economic make-up. Alberto Ochoa developed a list of questions that may help acquire this valuable information.[5] These questions are divided into five sections:

    (a) demographic characteristics
    (b) cultural characteristics
    (c) associational patterns
    (d) influence patterns
    (e) socio-attitudinal factors

(6) Identify natural support systems of different cultural groups and allow them to operate. Take into account the personal strengths of an individual. For example, there are two important systems for Puerto Rican families which help them cope with stress: first, the immediate and the extended family, and second, the friends, neighbors, and community members.

(7) A study of Puerto Rican families(Nuttal & Pedalino, 1979) found that there was a need for advocacy for the rights of Spanish speaking children. The Hispanic families did not use the advocacy services available to Anglo children. In dealing with schools, these families preferred Spanish speaking social agencies, but many of these agencies encountered problems when they tried to penetrate the bureaucratic barriers of large school systems.

(8) In the previously mentioned study, parents gave the following factors as influences on their use of supportive services (agencies, clinics, and advocacy groups):

- (a) availability of bilingual personnel or interpreters
- (b) warm, pleasant, caring, and attentive treatment
- (c) services which are delivered competently (regardless of the setting)
- (d) agencies within walking distance or ones that are easily accessible
- (e) agencies that communicate a real interest in assisting parents
- (f) financial accessibility

(9) Develop programs that will recruit and prepare minority parents to become foster parents. For more detailed information in this area, refer to: Delgado, Melvin. A Hispanic Foster Parents Program. Child Welfare, July/August 1978, 427-431.

In communicating with parents in a school setting, consider the following points:

(1) Discuss with parents the educational system in their native country and dissatisfactions they have with their present school system.

(2) Determine parental expectations of schools. This may be done as part of an educational assessment before developing an IEP. For example, ask parents what they expect from the school in terms of programs and goals (immediate and long-range) for their children.

(3) If school and home expectations seem different initially, try to "read between the lines." For example:

- (a) The parent who says: "I will send him back to Puerto Rico" is probably expressing frustration, not threats to the school.
- (b) The parent who says: "You are the expert, what do you want me to do?" may be showing respect towards the school personnel and is not necessarily relinquishing his/her responsibilities.

(c) After a teacher reports having difficulty with a child, a parent may say: "Hit him/her." The teacher should respond by saying: "Thank you for your support. Here we do not hit, but I agree with you that we need to be very firm."

(4) Acknowledge to parents that some of their suggestions and expectations may be valid for their country. Explain how American education functions, inform them of the limits of a school program, and describe the type of help that can be provided. Make distinctions between needs that can and cannot be met by schools.

(5) If the values of the family initially seem quite different, discuss the issue in light of the norms of 20 to 50 years ago. Many differences in opinion may be caused by "old-fashioned ideas" (e.g., parents not allowing their children to go swimming, not permitting girls to wear pants, and issues regarding hygiene).

(6) Establish contact with parents before a crisis develops. From the start of the school year, encourage parental support and include parents in the planning of their child's program.

REFERENCE NOTES

1. Massachusetts State Legislature, Hosue of Delegates, Second Interim Report of the Special Commission Relative to the Laws of the Commonwealth Pertaining to Elementary and Secondary Education As They Relate to Unequal Educational Opportunity and Services, House Report No. 6429, August 10, 1977, p. 14.

2. Ibid., p. 33.

3. National Institute of Mental Health, Special MH Projects Division, An Ecological Analysis - Puerto Rican and Italian Low Income Families, research report prepared by E. Vazquel Nuttal, R.L. Nuttal, and M. Pedalino, 1979.

4. Ibid.

5. Ochoa, Alberto. Parental Participation in Bilingual Education. Working with the Bilingual Community. Washington, D.C.: National Clearinghouse for Bilingual Education, 1979, pp. 51-53.

6. See note 3.

CHAPTER TWO

COMPETENCIES FOR BILINGUAL/BICULTURAL SPECIAL EDUCATION TRAINEES

INTRODUCTION

The initial thrust for the development of universally applicable competencies for bilingual/bicultural special education trainees came from ACCESS, Inc. (Association for Cross Cultural Education and Social Studies, Inc.). Support and vital input quickly followed from project directors and staff of FY 1979 bilingual/bicultural special education training projects funded by the Bureau of Education for the Handicapped (BEH)/Division of Personnel Preparation.

Prior to the bilingual/bicultural workshop meeting date, directors were asked to provide ACCESS, Inc., with project descriptions and trainee competency lists. The ACCESS staff then arranged these competencies into 15 functional categories and presented them to workshop participants for their review. The attendees then met in small groups to revise, delete, and/or expand these competency statements.

The combined efforts of the workshop participants and ACCESS, Inc., resulted in the development of 11 competency categories for the training of personnel in bilingual/bicultural special education:

(1) Bicultural Factors in Learning

(2) Knowledge of Nature and Needs of Exceptional Bilingual/Bicultural Children

(3) Speech and Language Development

(4) Legislation

(5) Research

(6) Assessment

(7) Diagnosis

(8) Behavioral Management

(9) Instructional Strategies

(10) Evaluation

(11) Counseling

In addition, subcompetencies for each category were prepared which focus in detail on factors affecting a child's ability to cope in a bilingual/bicultural environment. It is suggested that these competencies can be used as a reference in: (1) developing program/project objectives; (2) determining the skills necessary for trainees to effectively meet the needs of the bilingual handicapped child; (3) the development of a plan of action, coursework training modules, field experiences, and practices; and (4) the development, modification, and adaptation of methods and materials for training. It should be noted, however, that the competencies provided in this document are not exhaustive. Therefore, it is recommended that they be used only as a guide for developing training curriculum.

In an effort to verify the content and appropriateness of these competencies, it is critical that this document inspire feedback from directors of bilingual special education personnel training projects. Thus, we encourage you to review the competencies and share your reaction with ACCESS, Inc.

COMPETENCIES

Category 1: Bicultural Factors in Learning

The trainee is knowledgeable of general cultural characteristics:
- life styles of ethnic minority populations, family structure, and community support systems
- attitudes and behaviors of cultural and socio-economic groups

The trainee understands the relevance of child rearing practices of ethnic minority families to the child's cognitive, emotional, and social development.

The trainee is aware of how non-verbal behaviors of both ethnic minority children and non-ethnic teachers may lead to miscommunication between children and teachers.

The trainee is aware of cultural conflicts resulting from ethnic minority differences that may affect the child's self-image and thus influence his/her emotional and social development.

The trainee institutes a teaching process that takes into account the impact of cultural conflicts on the child's academic performance.

Category 2: Knowledge of Nature and Needs of Exceptional Bilingual/Bicultural Children

The trainee understands the acculturation process of culturally diverse individuals into the mainstream of American society.

The trainee implements techniques to facilitate the integration of the limited English proficient child/youth into American schools and society.

The trainee is knowledgeable of different types of handicapping conditions.

The trainee develops and implements appropriate educational programs to meet the special needs of limited English proficient handicapped children.

Category 3: Speech and Language Development

The trainee recognizes normal language development patterns.

The trainee is knowledgeable of major empirical research in the area of speech and language acquisition.

The trainee explains the effects of anatomic, physiologic, linguistic, psycholinguistic, and sociolinguistic factors on the communication process.

The trainee differentiates between those difficulties arising from second language acquisition and those from speech and language disability:

- trainee distinguishes between culturally derived linguistic conventions and deviant language development problems
- trainee understands the nature, etiologies, and remedial techniques associated with language disorders.

The trainee writes descriptive reports which accurately reflect the nature of communicative disorders.

The trainee makes suggestions to school personnel and local education agencies for implementing appropriate instructional programs which are sensitive to the needs of the handicapped child.

The trainee develops educational programs designed to improve the bilingual development of learning disabled children which reflect an understanding of current approaches in the field.

Category 4: Legislation

The trainee understands the historical development of and legal basis for bilingual and special education. The trainee, for example, has knowledge and understanding of the following:

- Public Law 94-142
- Rehabilitation Act of 1973, Section 504
- Title VII legislation
- *Lau vs. Nichols* case

The trainee explains significant implications of special education regulations to students, parents, educators, and others.

The trainee explains the legal implications of significant court decisions on policy development and legislative reform to students, parents, educators, and others.

The trainee plans, designs, and implements special educational programs for minority populations in accordance with legislative requirements and guidelines.

Category 5: Research

The trainee understands aspects of bilingual and special education, including the recent research, etiology, content areas, educational procedures, and support systems necessary for effective educational management.

The trainee demonstrates knowledge of significiant theory and research applications relative to bilingual and special education by developing and implementing clinical procedures that address special needs.

Category 6: Assessment

The trainee demonstrates the ability to assess student strengths and needs within the cognitive, affective, and psychomotor domains through the use of appropriate formal and informal instruments and procedures (e.g., standardized tests, commercially prepared informal tests, teacher prepared measures, and criterion referenced measures).

The trainee is aware of the uses and limitations of current standard assessment techniques in regard to minority populations.

The trainee develops an assessment model based on information gained from several sources. For example:

- annecdotal records and pupil behavior scales
- observations and recommendations from parents, teachers, and other school personnel.

The trainee is able to assess those factors limiting the participation of the family in the school setting and set specific goals.

The trainee formulates an accurate description of student ability based upon observation of academic performance in light of the student's cultural background.

The trainee is aware of the influence of learning styles, cultural values, and language patterns of ethnic and minority groups on classroom and test performance.

The trainee administers appropriate language assessment instruments and accurately interprets the skills measured and the information obtained.

The trainee uses the information gained to determine the student's most appropriate and least restrictive educational setting.

Category 7: Diagnosis

The trainee utilizes a cognitive style analysis approach as a diagnostic-prescriptive tool.

The trainee will write a diagnostic evaluation in behavioral terms.

The trainee will plan, design, and implement individualized education programs which include, where appropriate, such subject areas as language arts, arithmetic, science, social studies, vocational skills, and physical education.

The trainee will analyze skills and educational materials through the task analysis approach to determine program effectiveness.

Category 8: Behavioral Management

The trainee understands and applies interaction and management strategies (e.g., behavior modification, group dynamics, interaction analysis, behavior therapy, and life space management therapy) in light of cultural, socio-economic, and language factors influencing behavior.

The trainee develops and applies appropriate educational methods based, in part, upon diagnostic results.

The trainee demonstrates a thorough knowledge of critical issues relative to effective classroom management. The following issues are suggested:

- effective teaching methodologies
- modeling of appropriate/desirable behaviors
- self-realization and values clarification
- understanding of and sensitivity to physical, social, developmental, and cultural factors
- emotional climate in the learning environment
- teacher flexibility as demonstrated through the use of alternative activity suggestions, willingness to give explanations and reasons, and the encouragement of student input.

The trainee examines behavior management models or approaches and selects those appropriate to individual needs.

The trainee demonstrates skill in adapting existing educational materials and procedures to meet individual needs.

The trainee works in cooperation with other education professionals to design a full service educational program appropriate to the needs of students exhibiting specific handicaps, gifts, or talents.

The trainee designs curriculum and instructional programs that are based on behavioral objectives.

The trainee implements educational management strategies, such as learning centers, material coding, student self-directed activities, and continuous-progress management.

The trainee directs and organizes program activities in cooperation with parents, teachers, and other school personnel.

Category 9: Instructional Strategies

The trainee determines the appropriate instructional setting to maximize the educational development of the culturally different child with special needs.

The trainee determines the appropriate instructional strategies used in diagnostic-prescriptive teaching of the child with special needs.

The trainee develops techniques to improve communication competence within the classroom:

- trainee understands function of language in the classroom as it relates to educational development
- trainee develops alternative techniques to improve specific speech and language skills of children with special needs.

The trainee develops and/or adapts instructional methods and materials appropriate for the bilingual/bicultural child's special needs.

The trainee implements the appropriate strategies for the diagnostic-prescriptive teaching of children with special needs.

The trainee reviews the effectiveness of instructional methods implemented within the special program.

Category 10: Evaluation

The trainee examines educational management systems with respect to:

- own cultural perspective
- perspective of the culturally different child
- potential biases (e.g., ethnic, racial, cultural, and/or linguistic)
- potential discriminatory effects of utilizing a specific behavior and classroom management model.

The trainee evaluates, using appropriate measurement devices, the effectiveness of diagnostic programs for individuals with special needs:

- trainee examines materials, academic tasks, and methodologies using a task analysis approach
- trainee examines the contributions of other resources (e.g., parents, teachers, and other school personnel).

The trainee evaluates the impact of prescribed treatments by means of initial and continuing observations and an analysis of changes in academic and personal growth:

- trainee utilizes such data collecting devices as questionnaires, rating scales, and checklists.

The trainee modifies objectives and learning approaches, providing such changes are indicated by the on-going evaluation of educational plans.

Category 11: Counseling

The trainee assists parents in identifying their children's learning difficulties.

The trainee, with the support of parents and teachers, develops goals and objectives and prescribes special programs to meet individual needs.

The trainee provides parents with information on available community resources.

The trainee extends the behavioral management program through collaborative efforts with the home, community agencies, and state and federal agencies.

The trainee gathers pertinent information and provides training to the handicapped child's family, teachers, other professionals, and national, state, and local groups:

- trainee develops a system for on-going technical and professional support to ancillary educational personnel.

CHAPTER THREE

NETWORKING APPROACHES

INTRODUCTION

A network is an interconnected communication system established among common interest groups. Its purpose is to facilitate the dissemination of information about services, functions, products, and needs. This sharing of ideas ultimately contributes to the formation of concepts, improvement of implementation strategies, and development of solutions to problems.

The mechanisms involved in establishing a communications network are listed below:

(1) Establish and maintain personal contacts by sponsoring and participating in meetings, workshops, and conferences and through written and telephone correspondence.

(2) Disseminate information about project activities at workshops and conferences via presentations and demonstrations.

(3) Document and disseminate information concerning project activities and accomplishments by developing videotapes, films/filmstrips, videocassettes, and television and radio announcements.

(4) Publish information relative to project operations through newsletters, newspapers, brochures, catalogues, monographs, journal articles, and books.

Networking is important to the expansion of bilingual/bicultural special education because it functions as a conduit to available resources in the areas of human needs, technical assistance, community and educational services, and funding support.

The issues and recommendations relative to networking that are discussed in this section were generated by the project directors at the workshop's Networking Approaches Activity. Also included at the end of this chapter are additional programmatic issues/concerns identified by other workshop participants.

ISSUE/RECOMMENDATIONS

Issue: Identify active advocacy groups and/or organizations

Recommendations:

- interact with community groups in schools, community centers, and health facilities.
- contact information, education, and human service organizations, such as the Council for Exceptional Children (CEC), Association for Cross Cultural Education and Social Studies, Inc. (ACCESS, Inc.), National Inservice Network, National Network for Bilingual Education*, Dissemin/Action, and National Association for Bilingual Education (NABE).
- contact federal consumer service agencies, such as Department of Education, Bureau of Education for the Handicapped, and Office of Hispanic Concerns.
- contact local and national consumer information systems (retrieval systems,e.g., bibliographies to a national clearinghouse, computer terminals, and Bilingual Special Education centers in libraries).

* For information regarding the Network and center nearest you, call: National Clearinghouse for Bilingual Education (NCBE), toll free number: 1-(800)-336-4560.

ISSUE/RECOMMENDATIONS

Issue: Increase accessibility to resource systems and materials

Recommendations:

- develop a system of curriculum sharing by designing and instituting consumer information services, including: a retrieval system, e.g., a local bibliography to a national clearinghouse, computer terminals, and Bilingual Special Education centers in libraries.
- contact information, education, and human service organizations, such as the Council for Exceptional Children (CEC), Association for Cross Cultural Education and Social Studies, Inc. (ACCESS, Inc.), National Inservice Network, National Network for Bilingual Education*, Dissemin/Action, National Association for Bilingual Education (NABE), and HEW's Office of Hispanic Concerns.
- attend and participate in regional/national meetings of educators and other professionals in the field of bilingual/bicultural special education.
- personal interaction at meetings, workshops, and conferences, as well as through written and telephone correspondence.

* For information regarding the Network and the center nearest you, call: National Clearinghouse for Bilingual Education (NCBE), toll free number: 1-(800)-336-4560.

ISSUE/RECOMMENDATIONS

Issue: Inform the community of available services and resources for bilingual handicapped children

Recommendations:

- referrals from teachers and other school personnel.
- conduct community meetings in local schools. community centers, health facilities, and churches.
- make available audiovisual materials (e.g., videotapes, films/filmstrips, videocassettes) regarding special services within schools, community centers, health facilities, and churches.
- TV news spots and radio announcements.
- dissemination of information to the community via newsletters, newspaper articles, and brochures.

ISSUE/RECOMMENDATIONS

Issue: Inform educators of the need to organize and implement appropriate services for the handicapped bilingual/bicultural child

Recommendations:

- involvement in special training programs to increase understanding of issues relative to the needs of the bilingual/bicultural handicapped individual.
- adminstrators of special projects extend information about project activities through presentations and demonstrations.
- participation in meetings, workshops, and conferences.
- publicize information regarding special services for the bilingual/bicultural handicapped in newspapers, TV and radio announcements, community newsletters, and bulletins.

ISSUE/RECOMMENDATIONS

Issue: Increase the recruitment of bilingual/bicultural persons in the field of special education

Recommendations:

- publicize employment needs through local classified ads, TV and radio announcements, and professional organization bulletins and newsletters.
- introduce bilingual/bicultural special education career opportunities to high school and college level students through counselors, higher education recruitment efforts, and career days.
- implement programs designed to prepare participants to effectively address the needs of students exhibiting specific handicaps, gifts, or talents.

ISSUE/RECOMMENDATIONS

Issue: Address funding for teacher training technical assistance, participation in workshops and conferences, maintaining personal contacts, and program/project documentation and publication

Recommendations:

- review the federal grants and contracts weekly (selected project opportunities for the education community).
- a computer search regarding federal funds can be obtained through the Federal Assistance Program Retrieval System. For information call: Federal Program Information Branch, (202) 395-3112.

ADDITIONAL ISSUES/CONCERNS RELATED TO PROGRAM IMPLEMENTATION

- Mechanisms of incorporating existing knowledge into training programs.
- Integration of special education skills into the clinical/social skills of minority/bilingual teaching.
- Program provisions for change in the face of the intractable bureaucracies and/or budgeting problems typical of the public school system.
- Integration of bilingual/bicultural concerns and educational approaches within regular education and special education programs.
- Provision of assistance to all personnel who work with bilingual/bicultural handicapped youth.
- Acquisition of meaningful information from intra/inter cross-cultural networking.
- Available alternatives to the use of standardized instruments in the assessment of bilingual/bicultural children.
- Proper identification of bilingual/bicultural special education populations within a designated area.

CHAPTER FOUR

BILINGUAL/BICULTURAL
SPECIAL EDUCATION PERSONNEL
PREPARATION PROJECTS - DESCRIPTIONS

INTRODUCTION

This chapter contains descriptions of 22 bilingual/bicultural special education training projects funded in fiscal year 1979 by the Bureau of Education for the Handicapped (BEH)/Division of Personnel Preparation (DPP). Out of those presented, 12 offer preservice training, 6 provide inservice, and 4 others are comprised of both preservice and inservice components. These projects are located in 10 states: Arizona, California, Colorado, Illinois, Kansas, Massachusetts, New Jersey, New Mexico, New York, and Texas. Few of these projects operate in collaboration with agencies outside of their sponsoring institutions; however, many projects establish liaisons with other organizations which provide resource information, technical assistance, and/or service delivery.

In addition to project descriptions, information is also presented regarding: type of training (i.e., preservice or inservice); goals and objectives; geographic location served by each project; handicapped populations trainees will serve (i.e., full spectrum, mentally retarded, learning disabled, behavior disordered, gifted, communicatively disordered, speech and language impaired, and hearing impaired); number of trainees, bilingual and non-bilingual instructional staff, involved in implementation; information on project effectiveness; dissemination activities; collaborative arrangements; and resources and materials used. A compilation of this information based on all 22 projects is presented in Appendix B--Information on Bilingual/Bicultural Special Education Teacher Training Projects Funded by BEH/DPP in FY 1979.

PROJECT DESCRIPTIONS

PREPARATION OF TEACHERS OF BILINGUAL/MULTICULTURAL HANDICAPPED (ARIZONA)

The primary goal of this project is to assist the Department of Special Education at Arizona State University in developing a master's degree program which will prepare special education teachers to provide educational services to handicapped bilingual/multicultural children. The training focus is on service to the mentally retarded, the language disordered, and the behavior disordered children in Arizona and the surrounding Southwest region.

The instructional staff consists of three bilingual/bicultural persons, as well as other faculty members within the Department of Special Education. Training activities include course work and practica experience.

Trainee assessments are based on academic performance and the demonstration of designated competencies during the practicum experience. An evaluation of the project's impact on the children served is obtained from reports made by classroom teachers, school administrators, parents, and community services personnel.

The instructional resources used for training are largely developed in-house; however, some diagnostic and instructional strategies are modified and adopted from outside sources. The information dissemination process is currently being organized by project staff. It is anticipated that this task will be completed within one year of the project's implementation.

For further information contact:

Alfonso Prieto
Robert Rueda, Ph.D.
Department of Special Education
Arizona State University
Tempe, AZ 85281
(602) 965-4756

MULTICULTURAL/SPECIAL EDUCATION PROGRAM DEVELOPMENT (CALIFORNIA)

The inservicing of faculty will involve apprising regular educators of various social and educational issues that impact upon bilingual/bicultural handicapped children. The project serves the full spectrum of handicapped children in San Diego County and the southeast region of California.

The incorporation of a preservice component into the regular educational coursework of the Multicultural, Elementary, Secondary, and Counselor Education Departments (San Diego State University) is a current concern. Thus, those individuals now receiving training in these departments will be provided with a framework for effective management of mainstreamed special education children and youth.

The instructional staff consists of two bilingual persons as well as other faculty members within the Department of Multicultural Education. The training resources and materials are largely being developed in-house; however, some materials from outside sources are being modified and subsequently adopted.

Project staff and trainees are currently developing assessment techniques to be used in the collection of trainee- and child-change data.

For further information contact:

Dr. Viola Sierra
Department of Special Education
San Diego State University
5300 Campanile Drive
San Diego, CA 92182
(714) 265-5931/6665

BILINGUAL CROSS-CULTURAL SPECIAL EDUCATION TRAINING (CALIFORNIA)

This project provides preservice training to Spanish speaking graduate level students. Training offers participants the opportunity to earn a master's degree in Special Education and specialization credentials in the areas of learning, handicapped, and communicative disorders. Project efforts directly serve bilingual/bicultural handicapped children and youth in the mid-region of California. Collaborative arrangements have been made with local education agencies for service delivery.

There are 31 trainees plus 2 bilingual and 7 non-bilingual staff persons involved in the project. Procedures for determining project impact on trainees and the target population are currently being developed. While many of the instructional materials have been developed by project staff, some materials from other sources are modified and subsequently adopted.

For further information contact:

Dr. Gilbert Guerin
Department of Special Education
Washington Center
San Jose State University
San Jose, CA 95192
(408) 277-2646

BILINGUAL INSTRUCTORS FOR THE HANDICAPPED CHILDREN (BIHC) TRAINING PROGRAM (CALIFORNIA)

The objective of this inservice program is to train Asian bilingual teachers with the competence needed in educating handicapped children. Upon completion of the program, the students can earn a M.A. and specialist credentials. The project serves northern California and the San Francisco Bay area.

Presently, there are 20 trainees and 24 instructors, 19 of whom are bilingual. Most of the resource materials used in the project were designed by students and faculty. Training activities consist of seminars, written assignments, review of concept media (e.g., films, videocassettes, and slide-tapes), and a practicum experience.

Participants are evaluated by semester exams and teacher observations of performance practica. The Evaluation Institute at the University of San Francisco is responsible for follow-up surveys of trainees' employability and for determining project impact.

The project operates in collaboration with the University of San Francisco faculty and administration, Bilingual Education organizations (Bay Area Bilingual Educational League, Inc., California Association for Asian Bilingual Education, and the BELI Clinic), and several school districts' handicapped education programs.

For further information contact:

Dr. Leo P. K. Yam
Rossi Wing, Lone Mountain
University of San Francisco
San Francisco, CA 94117
(415) 666-6876/8

BILINGUAL HISPANIC COMMUNICATIVELY HANDICAPPED CHILDREN (COLORADO)

The goal of the project is to develop a model program to train master's and doctoral level students as speech-language pathologists to provide services to bilingual/bicultural communicatively handicapped persons. The project serves all bilingual disabilities except the visually handicapped. The geographic location most directly served is metropolitan Denver with outreach to rural Colorado. There are currently six M.A. students and three Ph.D. candidates enrolled in the project.

Learning activities being designed include a curriculum of courses and a practicum. An assessment of trainee competencies is determined by "project specific" clinician evaluation forms and the "ABC Method of Analysis." Participant midterm and final practicum reports provide valuable information about project effectiveness with respect to influencing changes in a child's behavior.

Three university professors in the Communication Disorders and Speech Science Division are actively involved in the project. While none of these instructors are bilingual, there are seven bilingual individuals on the nine member Advisory Council who will help design the model program.

For further information contact:

Patricia Hale Killian, Ph.D.
Communication Disorders and Speech Science
University of Colorado
MA 108, Box 88
Denver, CO 80240
(303) 629-2538

Natalie Hedberg Daves, Ph.D.
Communication Disorders and Speech Science
University of Colorado
MA 108, Box 88
Denver, CO 80240
(303) 629-2479

LEARNING DISABILITIES PROGRAM FOR TEACHERS OF NON-ENGLISH SPEAKING CHILDREN (ILLINOIS)

This three-year preservice project is designed to train bilingual specialists in learning disabilities (M.A. or M.Ed.) to meet the educational needs of non-English speaking children. The instructional staff during the academic year is comprised of one bilingual and two monolingual professors.

The training includes: (1) theoretical and practical experiences in the course work; (2) practical experiences with parents to provide information for their understanding of the educational and emotional needs of their children; and (3) collection of longitudinal data to document child-change data and to analyze the effectiveness of instruments, including non-discriminatory testing.

The collection of trainee-change data is accomplished through the use of "project specific" questionnaires and academic and practicum course work performance.

The geographic locations served by the project are the Chicago Metropolitan area and adjacent suburbs. A working relationship for referrals has been established with El Hogar del Niño (day care center).

For further information contact:

Rafaela E. Weffer, Ph.D.
School of Education
DePaul University
802 W. Belden
Chicago, IL 60614
(312) 321-8390/1

MINORITY ISSUES INSERVICE PROGRAM (MIIP) (KANSAS)

This three-year cooperative project, sponsored by the University of Kansas and the Kansas City, Missouri School District, provides inservice training to local regular education teachers and special education personnel who are employed in 20 area elementary schools. Special emphasis is on increasing the knowledge and skills of these practitioners who will, in turn, serve handicapped and multicultural children in the Kansas City, Missouri School District.

A package is currently being developed for training purposes. It includes: a training guide and manual for principals and/or special education leaders; an inservice training monograph for teachers; and, a 15 minute filmstrip-cassette kit. Trainers will be evaluated by pre and posttests, a survey questionnaire, and a mastery exam.

Project information is disseminated throughout the local school district and nationally through the Council for Exceptional Children.

For further information contact:

Ms. Dorothy Preston
Program Implementation Specialist
The University of Kansas Medical Center
College of Health Sciences and Hospital
Rainbow Boulevard at 39th Street
Kansas City, KS 66103
(913) 588-4526

TRAINING PROGRAM FOR SPEECH-LANGUAGE PATHOLOGISTS AND TEACHERS TO WORK WITH MINORITY/BILINGUAL PRE-SCHOOL AND PRIMARY GRADE CHILDREN (MASSACHUSETTS)

This project offers preservice training for graduate students (M.A.) in speech and language pathology. The project primarily serves the communicatively disordered in Boston, and, in particular, those living in the Roxbury and Dorchester communities.

A collaborative instructional arrangement with Northeastern University allows four or five graduate students to be selected each quarter to participate in the project. Thus trainees can benefit from a practicum experience in addition to University academia.

Trainee evaluations are based on academic performance as well as performance during the practicum. Assessment focuses on: diagnostic competency, quality of interaction with clients, preparation for therapy, personal and professional behaviors, and other specialized skills. Child-change data are largely collected through protocol which are designed to provide diagnostic information on speech and language impairment.

The instructional staff includes one bilingual speech pathologist with consultancy assistance from instructors in the Speech and Pathology Department at Northeastern University and from professionals in the Massachusetts educational community.

For further information contact:

Elise S. Kaufman, M.S.
Department of Audiology and Speech Pathology
College of Education
Northeastern University
360 Huntington Ave.
106 Forsyth
Boston, MA 02122
(617) 437-2495

BILINGUAL SPECIAL EDUCATION PROJECT (BISEP) (MASSACHUSETTS)

This project developed out of the collaborative efforts of the Massachusetts Advisory Council of Bilingual Education to the Department of Education and the Bilingual Special Education Training Group Task Force within the Division of Special Education's Manpower. The project serves the full spectrum of handicapped minority children and youth in Massachusetts.

Project BISEP conducted a comprehensive assessment of student needs to determine the nature of the particular services required. The project has undergone extensive efforts to: address these needs through developing publications and holding conferences on nondiscriminatory assessment; conduct regional workshops for school personnel at local, regional, state, and national levels on issues in bilingual/bicultural special education; and deliver statewide inservice training to speech therapists and psychologists in assessing limited English proficiency students. Inservice training is designed to help teachers screen students for language proficiency and special needs. Another focus is the assessment of the learning styles and problems of limited English speaking children.

Since September 1979, BISEP has initiated and funded two model bilingual/bicultural special education graduate programs. One is housed at Regis College, the second at Fitchburg State College, and a third site at Westfield State College, all in the state of Massachusetts. At present, 50 certified bilingual/bicultural teachers are enrolled in a licensure program.

In addition to the above efforts, BISEP operates an information dissemination service. The project team responds to individual requests for information regarding child placements, programs, and resources available for limited English proficiency students.

Present BISEP activities include: updating research and program models in bilingual/bicultural special education; the delivery of local and regional inservice training; proposal writing for additional funding; and the delivery of daily technical assistance to school systems, agencies, and parents in the area of linguistic minorities and special education.

For further information contact:

Patricia Landurand
Maria Wilson-Portuondo
The Commonwealth of Massachusetts
Department of Education
Bureau of Program Development and Evaluation
31 St. James Avenue, 6th Floor
Boston, MA 02116

(617) 727-5770

REGULAR EDUCATION INSERVICE: GENERIC SPECIAL TEACHER TRAINING PROGRAM (ELEMENTARY, SECONDARY, BILINGUAL) (MASSACHUSETTS)

Preservice training involves course work, research projects, seminars, and practicum experience. Upon completion of project activities, participants earn a Master's degree. While the immediate concern of the project is to train qualified generic special teachers, these trainees are expected to collaborate with and give on-going support to regular classroom teachers. The project services the full spectrum of handicapped children in Boston and Chelsea, Massachusetts.

Specific project goals are: (1) to develop a model Bilingual/Generic Special Teacher Training Program that will bridge the gap between bilingual and special education, first at the elementary level and later at the secondary level; (2) to equip bilingual teachers with special education competencies; (3) to provide needed resources for alternative instructional materials and strategies; and (4) to make parents and community liaison personnel aware of their relationship to the total system of services.

At present, there are 12 bilingual trainees, 8 bilingual instructors, and 20 non-bilingual instructional staff. Trainee change-data is obtained through an analysis of pre and posttests and practicum experience reports. Further assessment of project impact, with respect to the target population, is determined through practicum statistics.

For further information contact:

Sister Loretto Hegarty, Ph.D.
Regis College
Graduate Division
235 Wellesley Street
Weston, MA 02193
(617) 893-1820, ext. 240

SCHOOL PSYCHOLOGISTS TRAINING ON NONDISCRIMINATORY ASSESSMENT OF CHILDREN WHO HAVE SPECIAL NEEDS AND LIMITED ENGLISH SPEAKING ABILITY (MASSACHUSETTS)

The primary goal of the project is to develop and implement a program to train practicing school psychologists in nondiscriminatory assessment/ evaluation of bilingual and Limited English Speaking Proficient (LESA) children with special needs. The project also provides participants with information about resources that are available within the school and community.

The 36 trainees enrolled in the project serve LESA children with special needs in Boston and the northeastern region of Massachusetts. The resources and materials used in project implementation were largely developed by project staff. There are eight bilingual and two non-bilingual staff persons assigned to this project.

An assessment of trainee progress is based upon the demonstration of designated competencies. An examination of the kinds of services being delivered by trainees within the school and community is another indicator of project impact.

Information dissemination activities include local presentations about project operations and workshops at state and national conferences.

For further information contact:

Diane Coulopoulos, Ph.D.
Psychology Department
Simmons College
300 The Fenway
Boston, MA 02115
(617) 738-2172

MAINSTREAMING INSERVICE PROJECT FOR CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY (NEW JERSEY)

Inservice training is designed to expand the bilingual/bicultural awareness of resource teachers and child study team members, and to enhance the instructional competencies of bilingual/bicultural education teachers in dealing with handicapped LESA students. The project focuses on meeting the needs of all handicapped children in Union and Essex Counties in New Jersey. Collaborative arrangements have been made with the local education agency, the New Jersey bilingual teachers, and the local task force on Bilingual Special Education.

There are 42 trainees plus 5 bilingual and 2 non-bilingual instructional staff persons on the project. Impact on the trainees is determined through an analysis of pre and posttests and attitude scales. Project staff are currently developing an instrument to be used in the collection of child-change data. Another project goal is to produce a bilingual manual (including a Spanish-English glossary) to be used by special education personnel.

For further information contact:

Ana Maria Schuhmann
School of Education
Kean College of New Jersey
Morris Avenue
Union, NJ 07087
(201) 527-2405

RECRUITMENT AND TRAINING OF BILINGUAL/BICULTURAL STUDENTS (COMPONENT 8)(NEW MEXICO

This project is designed to provide training for bilingual/bicultural special education teachers interested in intensive preparation in one of four concentrations: learning disabilities, mental retardation, behavior disorders, or gifted. There are five master's degree students and one doctoral candidate currently enrolled. Participants are recruited from Arizona, Colorado, New Mexico, and Texas. They must indicate a desire to return to their communities after training and also must hold a bachelor's degree in Bilingual Education.

In addition to earning their respective degrees, trainees have the opportunity to increase their language proficiency in either Spanish or a Native American language. They are also prepared to serve as resource links in the communication network between the Special Education Department and bilingual/bicultural special education programs across the state and southwest region.

The instructional staff consists of 2 bilingual/bicultural persons and the 13 faculty members in the Department of Special Education. Procedures for determining project impact on the trainees and the target population are currently being developed under the combined efforts of staff and participants.

For further information contact:

Dr. Eloy Gonzalez
Department of Special Education
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

TRAINEESHIPS IN PRESCHOOL EDUCATION FOR THE HANDICAPPED (NEW MEXICO)

The primary objective of this project is to provide teachers with a set of competencies and/or skills which will prepare them to address the needs of young bilingual/bicultural handicapped children. Upon completion of training, participants earn nine graduate hours which may be applied toward either a master's degree or continuing education units. Although the emphasis of this project is inservice for teachers, some graduate students are involved in the training curriculum.

The project has the capacity to accomodate 28 to 32 inservice trainees. One bilingual and four non-bilingual staff persons are involved with the project. While many training and/or resource materials are being developed by staff, some materials from other sources are modified and subsequently adopted.

Project efforts most directly serve bilingual/bicultural handicapped children in 32 counties in New Mexico. A brochure explaining project operations is largely disseminated to elementary school superintendents, directors of special education, early childhood programs in public, private and parochial schools, and all agencies within the state that service the developmentally disabled. Copies of this brochure were distributed at the fall and spring meetings of the New Mexico Council for Exceptional Children in Albuquerque and Roswell.

This training project operates in collaboration with the Department of Special Education, Areas of Bilingual Education, Educational Management and Development, and the Indian Affairs Project.

For further information contact:

Glenna Kyker, Coordinator
Area of Special Education
Department of Education Specialities
University of New Mexico
Box 3 AC
Las Cruces, NM 88003
(505) 646-3237

PREPARE AND RETRAIN TEACHERS IN ADAPTED PHYSICAL EDUCATION (NEW MEXICO)

This project offers preservice training for graduate students who, upon completion of the project, earn either a M.A. or Ph.D. degree. The project also has a non-degree/inservice component for retraining teachers in adapted physical education.

Participant training addresses the needs of all handicapping conditions. Project efforts are concentrated in New Mexico and the bordering areas of Colorado, Arizona, and Texas.

At present, there are seven instructional M.S. students and two Ph.D. candidates involved in the project. Information relative to project effectiveness and to trainee change is obtained through competency demonstrations, checklists for employers, surveys, and questionnaires. Child-change data is obtained from reports made by classroom teachers, parents, and community services personnel.

Many of the project's resources have been adapted from: I Can Program--Michigan State University; Project EXPLORE (Expanding Programs and Learning in Outdoor Recreation and Education)--Portland State University; PEOPEL (Physical Education Opportunity Program for Exceptional Learners)--Phoenix Unified School District; PREP (Preschool Recreation Enrichment Program)--Maryland National Capitol Park and Planning Commission; Project ACTIVE (All Children Totally Involved Exercising); Project PELRA (Physical Education Least Restrictive Alternatives); and STAR (Staff Training for Adapted Recreation).

Dissemination activities include annual project reports, communication with public schools and local/community interest groups, and participation in the National Consortium of Physical Education and Recreation.

The Gallup Branch of the University of New Mexico is in the process of incorporating an A.A. degree in recreation with a training component in physical education that will be modeled after this project.

For further information contact:

Ernest K. Lange, Ed.D.
Johnson Gymnasium
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5933

PROGRAM ASSISTANCE GRANT: GRADUATE PROGRAM IN BILINGUAL SPECIAL EDUCATION (NEW YORK)

The project objective is to increase the number of qualified bilingual/bicultural special education teachers, bilingual diagnosticians, bilingual resource room specialists, and bilingual/early childhood/special educators in the New York City area. This training offers its participants the opportunity to earn a master's degree in Science with a specialization in Bilingual Special Education (Hispanic focus).

Five bilingual and approximately 15 non-bilingual staff persons provide instruction and on-site supervision to 28 trainees on various issues relevant to the full spectrum of the bilingual/bicultural handicapped. Collaborative arrangements with a broad cross section of specialists and clients in public and private institutions contribute to project effectiveness.

Trainee and child-change data are gathered through a variety of sources: graduate assessment of special education programs; evaluation of on-the-job graduate performance; assessment of student competencies; and student inventories. Long-term effects of the project may be determined by longitudinal case studies which focus on graduates' professional contributions and employer ratings of job performance.

Information dissemination activities include the preparation of exhibits, discussions, workshops, videotapes, publishable research, and a resource center.

For further information contact:

Carmen D. Ortiz, Ph.D.
Graduate Programs, Bilingual Education Program
Bank Street College of Education
610 W. 112th Street
New York, NY 10025

(212) 663-7200, EXT. 391

PROJECT MAINSTREAM (NEW YORK)

Project Mainstream operates as a collaborative effort under the auspices of Long Island University, Brooklyn Center, and New York City Community School District No.13. The project is a non-degree/certificate program. It offers inservice training to 35 educators interested in serving the needs of all mildly handicapped bilingual/bicultural individuals within the Bedford Styvesant and Fort Green Communities for training implemented by educators with an expertise in educating the bilingual/bicultural handicapped child. The instructional process involves the use of lectures, discussions, and multimedia presentations. Trainees participate actively in experiential activities. On-site school visits and follow-up seminars are also included. Both trainee-change data and child-change data are collected through the use of scales and questionnaires. Information regarding project functions is primarily made available in articles and reports.

For further information contact:

Dr. Janet Finell
Guidance and Counseling
Brooklyn Center
Long Island University
Brooklyn, NY 11201
(212) 834-6162

FORDHAM UNIVERSITY SPECIAL EDUCATION PROGRAM: BILINGUAL/BICULTURAL SPECIAL EDUCATION (NEW YORK)

The Special Education Program at Fordham University is a graduate program offering M.S., Ph.D., and professional diplomas in Educational Psychology with a concentration in Special Education. The project provides training in the full spectrum of handicapping conditions and serves both Manhattan and the Bronx in New York. Most training resources are developed in-house with the cooperation of the Special Education Program; however, existing curriculum and diagnostic materials have been modified by project staff and subsequently adapted into project operations.

The project functions as a joint effort of the Special Education Program, the School Pyschology Program, and the Bilingual Education Department within the university. At present there are 10 M.S. students and 50 bilingual teachers per year involved in the project. These students and teachers are drawn from the New York City Public School System, particularly District Nos. 3, 4, 7 and 9. Trainee assessments are based on coursework and reports from field supervisors about participant performance and competencies during the practicum. Further evaluation of project impact, with respect to the target population, is determined by classroom teachers' reports.

Information dissemination activities include organizing and implementing a series of workshops and the publication of a locally distributed newsletter.

For further information contact:

Dr. John Hicks
School of Education at Lincoln Center
Fordham University
New York, NY 10023
(212) 841-5276

110

NEW PREPARATION FOR EDUCATORS OF HISPANIC HEARING IMPAIRED CHILDREN--LATINO IN-SERVICE TRAINING AND ORIENTATION PROJECTS (LISTO) (NEW YORK)

The objective of this inservice project is to train educational staff and social service personnel to improve their services to Hispanic hearing impaired children and their families in the areas of bilingual/bicultural education and home/school relationships. In addition to working with the State Education Departments of Connecticut, Rhode Island, and New York, the project has made collaborative training/activity arrangements with the Rhode Island School for the Deaf and the Bank Street College of Education in New York. The geographic area served by this project is the entire northeastern region of the United States.

LISTO presently accommodates 24 trainees. An approach to the collection of trainee-change data and child-change data is currently being developed.

The instructional staff consists of eight people, six of whom are bilingual. The project maintains that *"the organization of training precludes the division of staff into bilingual instruction and non-bilingual instruction."*

At present, the project is engaged in intensive dissemination activities with the schools or systems involved in the project. A presentation about project operation was made at the National Association For Bilingual Education (NABE) Conference, April 16 - 24, 1980, in Anaheim, California.

See Dr. Lerman's article, "Improving Services to Hispanic Hearing Impaired Students: Relationship to Bilingual Education" in Chapter One of this document for an indepth discussion of the LISTO project.

For further information contact:

Dr. Alan Lerman
Training, Research and Educational
Evaluation Division
Lexington School for the Deaf
30th Avenue & 75th Street
Jackson Heights, NY 11370
(212) 899-8800

VOLUNTEER INTERPRETERS FOR PARENTS OF HANDICAPPED CHILDREN--BILINGUAL VOLUNTEER PROGRAM (TEXAS)

The primary objective of this project is to train 40 bilingual/bicultural community volunteers to assist families unfamiliar with the English language in locating community support and services for their handicapped children. The training focus is on the preparation of volunteers as interpreters to all areas and agencies of special education in order to help educate parents of handicapped children. The project serves the deaf/hard of hearing within the bilingual/bicultural communities in the Houston, Texas, area. Project activities emphasize inservice training through practicum experiences in 1 of 15 designated social service agencies. Volunteers serve as interpreters in various health, education, and community social service agencies.

For further information contact:

Marilyn E. Perryman
Adult and Continuing Education
Houston Community College System
2800 Main Street, Suite 405
Houston, TX 77002
(713) 524-2128

BILINGUAL PROGRAM IN COMMUNICATION PATHOLOGY (TEXAS)

This project offers a M.S. in Communication Pathology, as well as a non-degree/inservice component and a student recruitment component. Training emphasis is on the communicatively impaired in bilingual (primarily Hispanic) populations.

Trainees are primarily selected from the state of Texas; however, enrollment is open to any student in the United States, trusts, or territories who is proficient in a language other than English. Presently four master's degree candidates are enrolled in the project. An assessment of participant performance and project effectiveness is addressed by a "project specific" discrepancy evaluation model.

The instructional staff consists of one bilingual and seven monolingual (English speaking) individuals. Collaborative arrangements include: (1) field-based clinical placements for students--Ft. Worth Independent School District, Tarrant County Easter Seal Society, Harris Hospital, and the Child Study Center; (2) reciprocal guest lectures by project staff and faculty at Texas Woman's University (Denton, Texas), Southern Methodist University (Dallas, Texas), and Texas Wesleyan College (Ft. Worth, Texas); and (3) the provision of clinical services to communicatively handicapped in those community agencies that cannot provide these services in Spanish, including small surrounding public school districts, the Ft. Worth Head Start Program, private schools, church groups, and community groups.

Dissemination activities include newspaper publications, newsletters, radio and television coverage, conferences, meetings, and project announcement brochures.

For further information contact:

Joseph W. Helmick, Ph.D.
Manuela Juarez, M.A.
Division of Communication Pathology
Miller Speech and Hearing Clinic
Texas Christian University
Fort Worth, TX 76129
(817) 921-7620

BILINGUAL SPECIAL EDUCATION PROGRAM (TEXAS)

This project provides preservice training in the areas of evaluation, diagnosis, and counseling. Upon completion of project activities, participants will earn a M.S. in Education with specialization credentials as either an educational diagnostician, diagnostic resource teacher, or special education counselor.

Participant training addresses the needs of all handicapped children and youth but places particular enphasis on learning disabilities. Currently there are eight trainees. The instructional staff is comprised of 2 bilingual and 18 non-bilingual persons.

Learning activities include a curriculum of coursework and practical experience. While many of the instructional resources have been developed by project staff, some commercial diagnostic instruments are used. In addition, some materials are modified and subsequently adopted from other sources. As assessment of trainee competencies is determined by means of "project specific" checklists and field experience performance ratings.

This project most directly serves the bilingual/bicultural handicapped in Houston/Galveston and the Texas Gulf Coast. A collaborative arrangement has been made with local education agencies for service delivery.

For further information contact:

Dr. John L. Carter
School of Professional Education
University of Houston at Clear Lake City
2700 Bay Area Blvd.
Houston, TX 77058
(713) 488-9274

APPENDICES

APPENDIX A

WORKSHOP PARTICIPANTS

AND

OBSERVERS

BILINGUAL/BICULTURAL SPECIAL EDUCATION

TASK-ORIENTED WORKSHOP

February 4 and 5, 1980

ATTENDEES

Participants

Paul Ackerman
Division of Personnel Preparation
BEH, U.S. Office of Education
Donohoe Bldg., Room 4127
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2326

DiAnne Arbitblit
Division of Program Development and Analysis
NYC Agency for Child Development
240 Church Street
New York, NY 10013
(212) 834-6162

Bill Burgess
Native American Research Institute
1026 Westdale Rd.
Lawrence, KS 66044

Diane Coulopoulos
Psychology Department
Simmons College
300 The Fenway
Boston, MA 02115
(617) 738-2172

Joe Fischgrund
Rhode Island School for the Deaf
Corliss Park
Providence, RI 02908
(401) 277-3525

Eva Gavillan-Torres
Center for Educational Equity
ASPIRA
1625 Eye Street, N.W.
Suite 324-A
Washington, D.C. 20006

Eloy Gonzalez
Department of Education
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

Herbert Grossman
Department of Special Education
Washington Center
San Jose State University
San Jose, CA 95192
(408) 277-2646

Jasper Harvey
Director, Division of Personnel Preparation
BEH, U.S. Office of Education
400 Maryland Avenue, S.W.
Donohoe Bldg., Room 4808
Washington, D.C. 20202

Sister Loretto Hegarty
Graduate Division
Regis College
235 Wellesley Street
Weston, MA 02193
(617) 893-1920 ext. 240

Joseph W. Helmick
Division of Communication Pathology
Miller Speech and Hearing Clinic
Texas Christian University
Fort Worth, TX 76129
(817) 921-7620

Arthur U. Iriarte
Coordinator of Bilingual Special Education
Department of Human Services & Special Education
Central Connecticut State College
New Britain, CT 06050
(203) 827-7558

Manuela Juarez
Division of Communication Pathology
Miller Speech & Hearing Clinic
Texas Christian University
Fort Worth, TX 76129
(817) 921-7620

Elise S. Kaufman
Department of Audiology & Speech Pathology
College of Education
Northeastern University
360 Huntington Avenue
106 Forsyth
Boston, MA 02122
(617) 437-2495

Patricia H. Killian
Communication Disorders & Speech Science
University of Colorado
MA 108, Box 88
Denver, CO 80204

Carlos Kronberger
Special Education Program
Fordham University
113 West 60th Street
New York, NY 10023
(212) 841-5100

Pat Landurand
The Commonwealth of Massachusetts
Department of Education
Bureau of Program Development & Evaluation
31 St. James Avenue, 6th Floor
Boston, MA 02116
(617) 727-5770

Ernest K. Lange
Johnson Gymnasium
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-5933

Alan Lerman
Training, Research & Educational Evaluation Div.
Lexington School for the Deaf
30th Avenue & 75th Street
Jackson Heights, NY 11370
(212) 899-8800

Carmen Ortiz
Graduate Programs, Bilingual Education Program
Bank Street College of Education
610 West 112th Street
New York, NY 10025
(212) 663-7200, ext. 391

Tschang Zin Park
1808 A - 8th Avenue
Beaver Falls, PA 15010

Mary Perryman
Adult & Continuing Education
Houston Community College
2800 Main St., Suite 405
Houston, TX 77002
(713) 524-2128

Dorothy Preston
Program Implementation Specialist
University of Kansas Medical Center
College of Health Science and Hospital
Rainbow Blvd. at 39th Street
Kansas City, KS 66103
(913) 588-4526

Alfonso Prieto
Department of Special Education
Arizona State University
Tempe, AZ 85281
(602) 965-4756

Maria Elena Pynn
ACCESS, Inc.
4340 East-West Highway
Suite 906
Bethesda, MD 20014
(301) 656-8558

Sylvia Rosenfield
Special Education Program
Fordham University
113 West 60th Street
New York, NY 10023
(212) 841-5100

Robert Rueda
Department of Special Education
Arizona State University
Tempe, AZ 85281
(602) 965-4756

Ana Maria Schuhmann
School of Education
Kean College of New Jersey
Morris Avenue
Union, NJ 07087
(201) 527-2405

Viola Sierra
Department of Special Education
San Diego State University
5300 Campanile Drive
San Diego, CA 92182
(714) 26505931/6665

Rafaela E. Weffer
School of Education
DePaul University
802 W. Belden
Chicago, IL 60614
(312) 321-8390/1

Maria Luisa Wilson-Portuondo
The Commonwealth of Massachusetts
Department of Education
Bureau of Program Development
and Evaluation
31 St. James Avenue, 6th Floor
Boston, MA 02116
(617) 727-5770

Leo P.K. Yam
Rossi Wing, Lone Mountain
University of San Francisco
San Francisco, CA 94117
(415) 666-6876/8

Observers

Louis Aptaker
College of Education
University of Texas at El Paso
El Paso, TX 79968
(915) 747-5693

L. Khadija G. Brown
ACCESS, Inc.
4340 East-West Highway
Suite 906
Bethesda, MD 20014
(301) 656-8558

Phillip Chinn
Special Assistant to the Education Director for Minority Concerns and Development
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(202) 620-3660

Lorraine Cole
American Speech Language and Hearing Assocation
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

Cathy DeLuca
Division of Personnel Preparation
BEH, U.S. Office of Education
400 Maryland Avenue, S.W.
Donohoe Bldg., Room 4808
Washington, D.C. 20202
(202) 245-2326

Elva Durán
College of Education
University of Texas at El Paso
El Paso, TX 79968
(915) 747-5693

Marisal Gavilán
Psychoeducation Department
Florida International University
Tamiami Trail
Miami, FL 33144

Libby Goodman
Stevens Administrative Center
School District of Philadelphia
13th and Spring Garden Streets
Philadelphia, PA 19123
(215) 299-8886

Eliana Laemer
5301 Bgnyon Drive
Kensington, MD 20795
(301) 949-8792

Al Marra
Office of Education
Bureau of Occupational & Adult Education
400 Maryland Avenue, S.W.
ROB #3, Room 5636
Washington, D.C. 20202

Hinda Miller
Stevens Administrative Center
School District of Philadelphia
13th and Spring Garden Streets
Philadelphia, PA 10123
(215) 299-8886

Hilda Moreno
Basic Skills Office
U.S. Office of Education
400 Maryland Avenue, S.W.
Donohoe Bldg., Room 1167
Washington, D.C. 20202
(202) 245-2598

Maria Rivas
College of Education
University of Texas at El Paso
El Paso, TX 79968
(915) 747-5693

Ellen Sarnecky
American Speech Language and
Hearing Association
10810 Rockville Pike
Rockville, MD 20852
(301) 897-5700

Paul Scott
Administrative Intern
Division of Personnel Preparation
BEH, U.S. Office of Education
400 Maryland Avenue, S.W.
Donohoe Bldg., Room 4808
Washington, D.C. 20202
(202) 245-2326

Jim Siantz
Division of Personnel Preparation
BEH, U.S. Office of Education
Donohoe Bldg., Room 4127
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2326

Arcadio Torres-Arroyo
ACCESS, Inc.
4340 East-West Highway
Suite 906
Bethesda, MD 20013
(301) 656-8558

Betsey Weaver
Division of Personnel Preparation
BEH, U.S. Office of Education
400 Maryland Avenue, S.W.
Donohoe Bldg., Room 4808
Washington, D.C. 20202
(202) 245-2326

APPENDIX B

INFORMATION
ON
BILINGUAL/BICULTURAL SPECIAL EDUCATION
TEACHER TRAINING PROJECTS
FUNDED BY BEH/DPP
FY 1979

The enclosed information was compiled on 22 bilingual/bicultural special education teacher training projects in FY 1979.

COMPOSITE OF BILINGUAL SPECIAL EDUCATION PROJECTS

(BASED ON 22 PROJECTS)

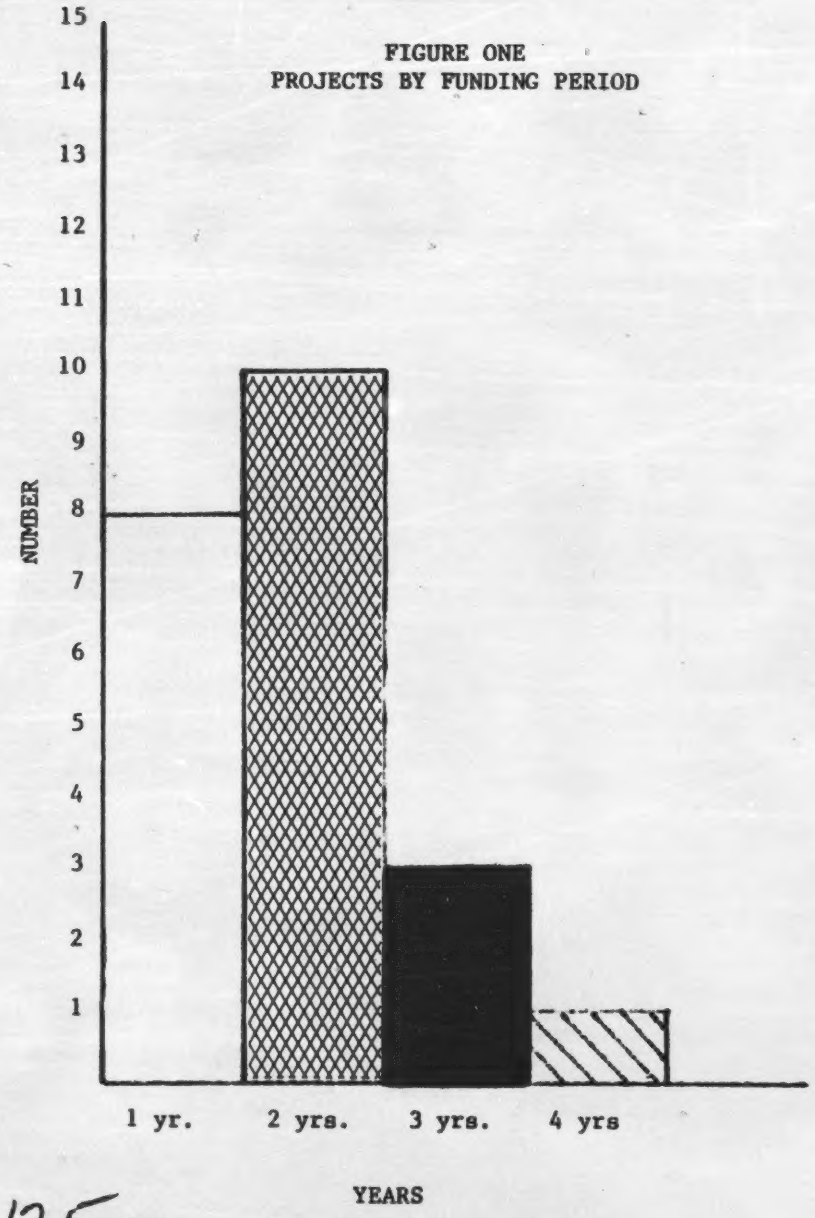


FIGURE ONE
PROJECTS BY FUNDING PERIOD

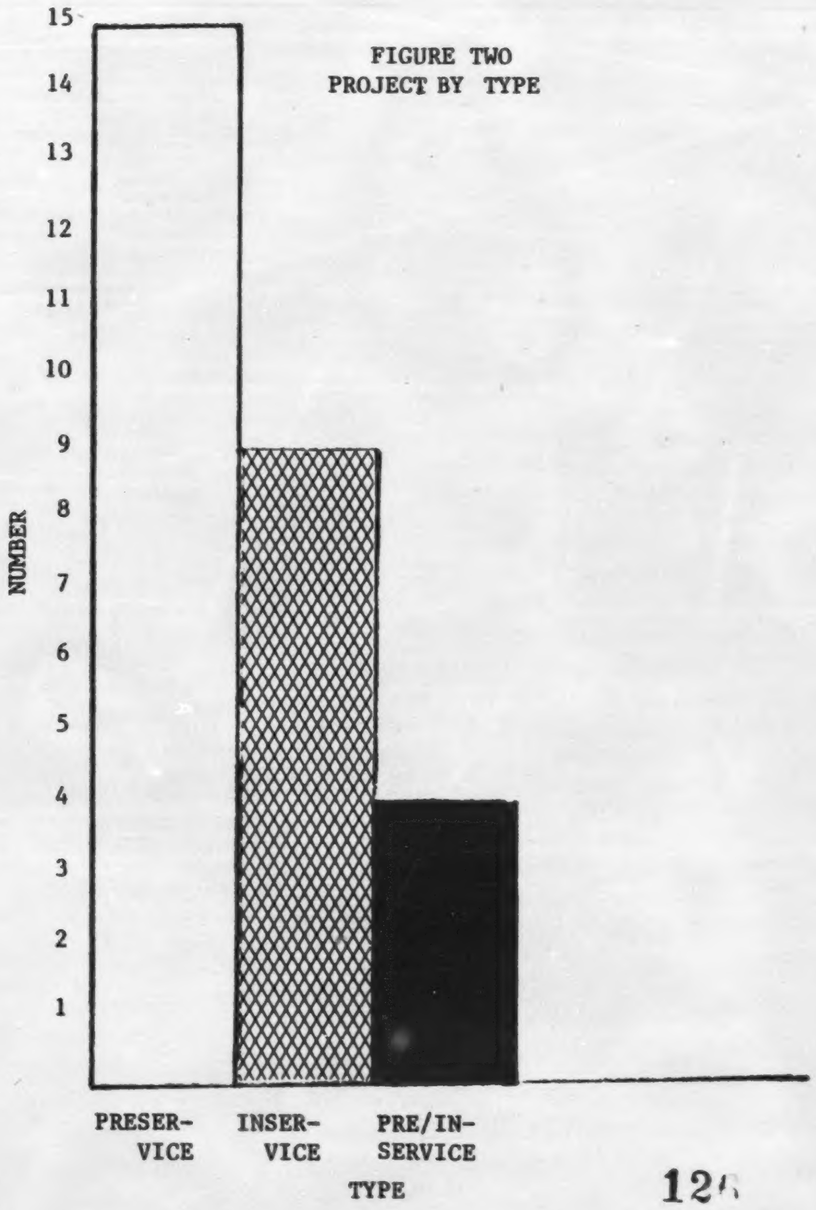


FIGURE TWO
PROJECT BY TYPE

Table 1 (below) lists the number of projects by special education category and type of training.

TABLE 1

BILINGUAL SPECIAL EDUCATION PROJECTS BY SPECIAL EDUCATION CATEGORY AND TYPE OF TRAINING*

SPECIAL EDUCATION CATEGORY	TYPES OF TRAINING PRESERVICE	INSERVICE	TOTAL
FULL SPECTRUM	9	7	16
MENTALLY RETARDED	2	--	2
LEARNING DISABLED	4	--	4
BEHAVIOR DISORDERED	2	--	2
GIFTED	1	--	1
COMMUNICATIVELY DISORDERED	3	--	3
SPEECH & LANGUAGE IMPAIRED	2	1	3
HEARING IMPAIRED	1	2	3
TOTALS	24	10	34

* Generally these service only mild handicapping conditions with little or no provision for severely handicapped.

Table 2 (below) lists the number of projects by special education category and the number of bilingual and other professional staff.

TABLE 2

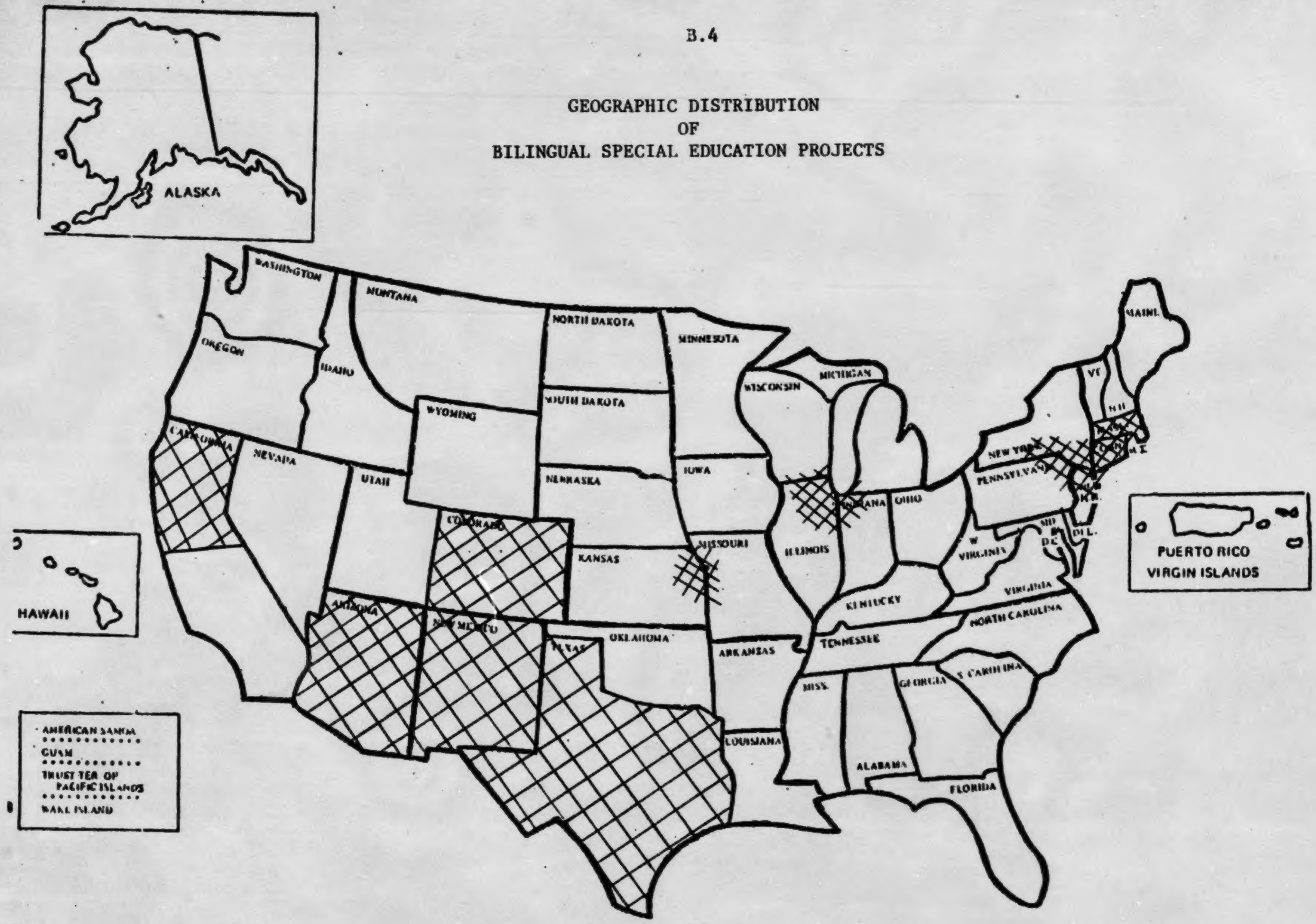
BILINGUAL SPECIAL EDUCATION PROJECTS BY SPECIAL EDUCATION CATEGORY AND BILINGUAL AND OTHER PROFESSIONAL STAFF*

SPECIAL EDUCATION CATEGORY	PROFESSIONAL STAFF		
	BILINGUAL	OTHER	TOTAL
FULL SPECTRUM	100	71	171
MENTALLY RETARDED	6	13	19
LEARNING DISABLED	9	22	31
BEHAVIOR DISORDERED	6	13	19
GIFTED	2	13	15
COMMUNICATIVELY DISORDERED	4	10	14
SPEECH & LANGUAGE IMPAIRED	2	10	12
HEARING IMPAIRED	2	4	6
TOTALS	131	156	287

---

* Based on these figures, it appears that bilingual staff comprise approximately 60% of the 22 projects reported.

GEOGRAPHIC DISTRIBUTION
OF
BILINGUAL SPECIAL EDUCATION PROJECTS


ALASKA
HAWAII
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
MICHIGAN
ILLINOIS
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISS.
ALABAMA
GEORGIA
FLORIDA
S CAROLINA
NORTH CAROLINA
VIRGINIA
W VIRGINIA
MD
DC
DEL.
N.J.
PENNSYLVANIA
NEW YORK
VT
NH
MAINE
PUERTO RICO
VIRGIN ISLANDS
AMERICAN SAMOA
GUAM
TRUST TER OF PACIFIC ISLANDS
WAKE ISLAND

B.5

BILINGUAL SPECIAL EDUCATION
PROJECT ACTIVITIES

DEVELOPMENT OF TRAINING GUIDELINES & MATERIALS	EVALUATION	ADAPTATION OF EXISTING RESOURCES	DISSEMINATION
NONE	Data Collection	NONE	Publications
NONE	Trainee Change	NONE	Seminars, Workshops, Conferences
NONE	Child Change	NONE	T.V./Radio Spots
NONE	NONE	NONE	Audiovisual Materials
NONE	NONE	NONE	Written & Telephone Correspondence